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ABSTRACT

Curriculum is a program of learning provided to educate the individual to live in society. In this guide, definitions of terms are offered and the philosophical foundations examined. Attention is directed to psychological foundations (learning, developmental tasks, human needs, characteristics of exceptional students); and to subject field as foundation in terms of structure of programs, home learning experiences, home visits, and the future homemakers of America. Population, economic, educational, and scientific and technological trends comprise the section on sociological foundations. Basic elements of curriculum are examined from the viewpoint of affective, cognitive, and psychomotor domains and a model for planning curriculum and teaching for concept development is presented. Suggested structures for curriculum are supported by flow charts, and discussion of: scope and sequence, placement of depth courses, occupational training, and out of school programs. A supplement provides extensive data on population trends with respect to factors such as: gross national product, disposable personal income, personal consumption expenditures, type of family, age, sex, and occupation. (NL)

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COLORADO
PROGRAM PLANNING GUIDE
for
Home Economics Education
Secondary, Adult and Occupations

Produced by
Home Economics Division
State Board for Vocational Education
32 State Services Building
Denver, Colorado 80203

Developed
In Cooperation with
Colorado State University
Fort Collins, Colorado 80521

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June 1967

FOREWORD

As educators continue to meet the needs of individual families, schools and communities, in a rapidly changing society, it is necessary to make numerous curriculum decisions for planning and developing effective program of work.

This guide for program planning in Home Economics Education has been written to serve the following purposes:

- - - - to provide direction for writing new curriculum for total home economics program

- - - - to give guidance for revising curriculum

- - - - to act as a source for communicating and interpreting shared curriculum materials

- - - - to enable home economics educators to work toward similar philosophies, goals and objectives, realizing that the needs and problems existing in each individual situation will have to be considered and adapted.

- - - - to provide a similar format to be used in planning courses in all phases of home economics education:

comprehensive home economics courses
family living
depth areas
adult education and
occupational training

The teacher will need to keep in mind that it is her responsibility to use initiative, flexibility and creativity in selecting basic understandings and learning experiences to meet the needs of her students who are living in a changing society.

This guide should serve as a valuable resource for teachers and administrators in developing effective programs in home economics education.

Marvin G. Linson, Executive Director
State Board for Vocational Education

Lucile Fee, Director
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INTRODUCTION

This guide for program planning in home economics education was adapted from the working materials developed through the combined efforts of the instructor and the students enrolled in VE 195 during the 1966 summer session at Colorado State University.

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Special recognition and appreciation are due Miss Hazel Crain as consultant and editor. She was the key person in developing this curriculum guide while holding a Graduate Assistantship at Colorado State University. Miss Crain is a member of the Home Economics Education staff at the University of Nebraska.

Miss Crain was assisted by a Curriculum Steering Committee representing various aspects of the home economics programs from both rural and suburban centers. The committee members besides Hazel Crain were:

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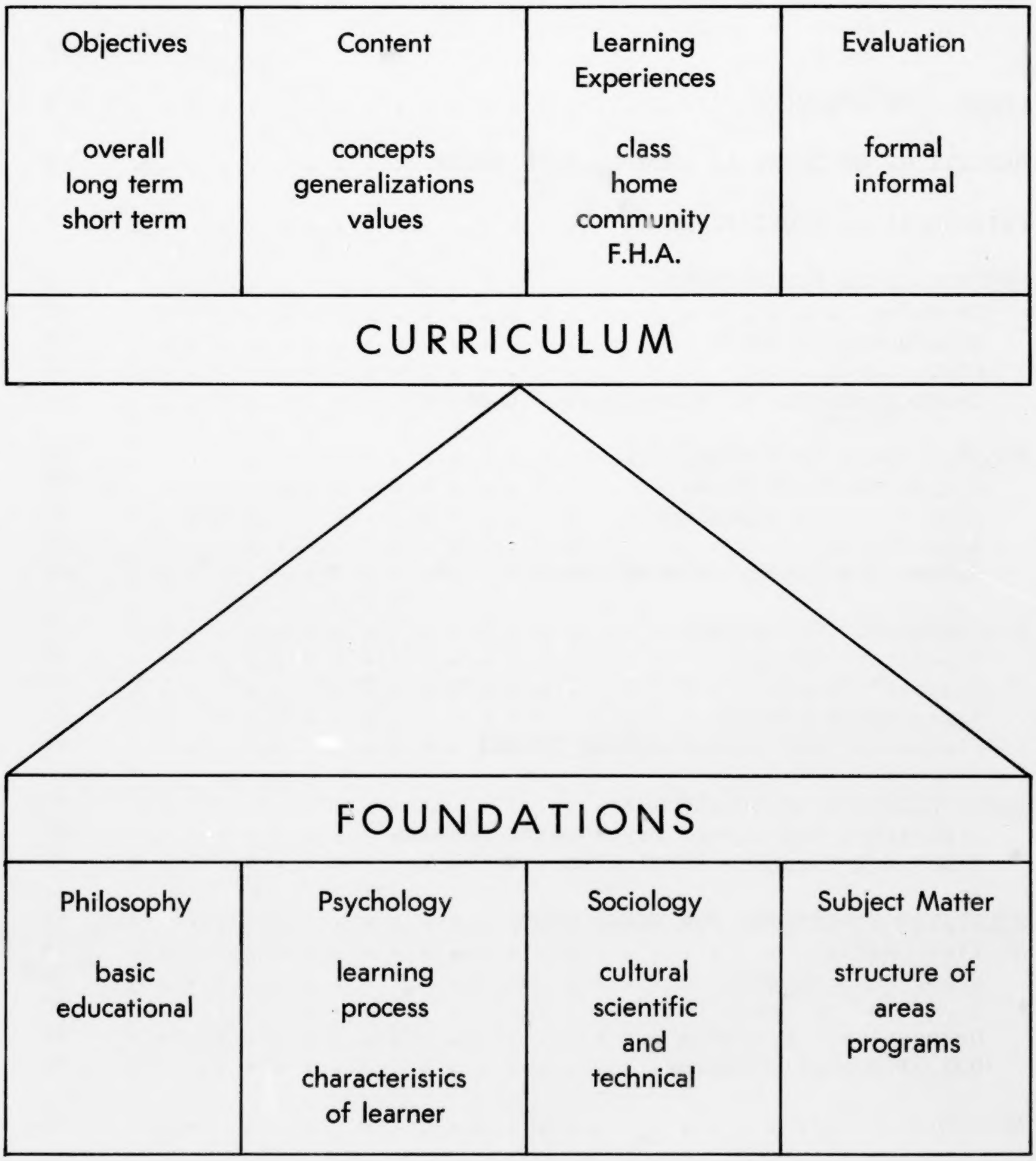
Development of Curriculum



Objectives	Content	Learning Experiences	Evaluation
overall long term short term	concepts generalizations values	class home community F.H.A.	formal informal

CURRICULUM

FOUNDATIONS

Philosophy	Psychology	Sociology	Subject Matter
basic educational	learning process characteristics of learner	cultural scientific and technical	structure of areas programs

CURRICULUM OVERVIEW

Curriculum is a program of learning provided by the school for the purpose of educating an individual to live in society. An eclectic approach to curricular design may be based on philosophical, sociological and psychological factors and on the nature of specific fields of knowledge.

- -- The philosophical foundation integrates believs about living and education. It primarily reflects the philosophies of educators involved in curricular decisions but recognizes those of individuals, families and society as well.
- -- The sociological foundation relates to cultural, technological, scientific, and societal factors which affect the individual and the family.
- -- The psychological foundation pertains to the learning process and to the characteristics of the learner.
- -- The nature of the specific field of knowledge deals with the structure of content, the method of inquiry and the structure of programs. This bulletin is delimited to consideration of Home Economics.

Curriculum is composed of integrated elements often identified as objectives, content, learning experiences and evaluation. Factors from the foundations influence decisions regarding these elements. When such relationship between foundations and elements is present the curricular design can be made appropriate to the needs of individuals and society. The following model shows this kind of structure in the development of curriculum.

DEFINITION OF TERMS AS USED IN THIS GUIDE

Deductive reasoning: reasoning from a known principle to an unknown, from the general to the specific, or from a premise to a logical conclusion.

Inductive reasoning: reasoning from particular facts or individual cases to a general conclusion.

Eclectic: composed of material gathered from various sources, systems, or philosophies.

Concept: a word, phrase, symbol, or sentence to express the composite of meanings associated with an idea; an abstraction which is used to organize the world of objects and events.

Generalization: a statement expressing an underlying truth; it has an element of universality and usually indicates relationships.

Principle: a fundamental truth, law, doctrine or motivating force upon which others are based.

Comprehensive Homemaking course: one in which all areas of Home Economics are combined by planning a sequence of units in each area or by integrating an area in a unit which focuses on one of the other areas.

Depth Course: one in which time and effort is devoted to a few selected concepts dealt with at higher levels of the cognitive, affective and/or psychmotor domain; may be on a year or a semester basis.

Semester Courses: depth courses taught on a semester basis.

Homemaking Education: preparation for the occupation of homemaking; "useful employment" as defined in various legislation.

Occupational Education: preparation for a job using Home Economics knowledge and skills; "gainful employment" as defined in legislation.

Preparatory: courses for persons preparing to enter an occupation.

Supplementary: courses upgrading and/or retraining in a specific job area.

Post-secondary: programs for those persons over 16 years of age who are secondary school graduates or drop-outs who are available for full time study.

Adult: programs for those persons already involved in useful or gainful employment who need training or retraining to achieve stability or advancement in employment or to further enhance personal or family life.

Special Needs: programs for those persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational program.

PHILOSOPHICAL FOUNDATIONS

Each of us lives by a personal philosophy which will influence our thoughts and actions as a teacher. As a group we reflect common philosophical views related to public education. We recognize that the educational system of our nation exists within a democratic society and thus reflects the philosophy of democratic life. There are also within our society many influences of Judean-Christian philosophy. We hold to the principle that public education meet the needs of all, regardless of race, religion, creed or status.

Our philosophy of education is eclectic but draws strongly from the experimentalist view of dealing with a world we know by experience, using empirical evidences and scientific research findings to establish "truths," making judgments related to the common good and emphasizing the problem solving approach to learning- learning by doing.

We believe in vocational education as an integral part of the total education of an individual. It seems futile to attempt to divide man's life into two segments of "living" and "earning a living." The two facets are integrated and interdependent. It is therefore imperative that public education be concerned with the individual and his total needs for himself and for society.

We support the statement of philosophy and objectives prepared by an AHEA committee and published as "Home Economics - New Directions." The competencies identified as fundamental to effective living are included in the appendix.

We believe that our philosophy is not static, but is in a continuous state of development. As society changes, it in turn brings changes in the characteristics and needs of all involved in Home Economics Education - teachers, students, families, schools, communities. We must, therefore, constantly broaden, interpret and adapt our philosophy to keep abreast with ever-changing conditions.

The beliefs listed below are those which seem fundamental to Home Economics Education and are commonly held at this time.

We believe Home Economics Education:	Implications
--is an integral part of the total school program.	Particiapte in planning and carrying out total school objectives and program.
	Make others aware of and cognizant of the unique contributions of Home Economics.
--can contribute to the personal and family life of individuals from childhood throughout adulthood.	Examine community needs and encourage development of a broad flexible Home Economics program to meet both homemaking and occupational needs of boys and girls and men and women.
	Provide meaningful learning experiences related to the needs, abilities, interests and goals of individual students.
	Use competences fundamental to effective living as a guide to planning. ("New Directions")
--fosters an atmosphere for understanding and learning through cooperation among home, school and community.	Make use of procedures such as: home visits, parent-teacher conferences, F.H.A., home and community learning experiences.
	Cooperate with others as well as elicit their cooperation.
--recognizes that there are various patterns of satisfying individual and family life and adapts itself accordingly.	Keep informed in regard to sociological changes in our society.
	Become well acquainted with students, families and community and adapt program to meet needs.
	Accept and respect differences, recognize unique contributions of individuals or groups.
	Encourage students to understand self as a product of heredity and environment, to accept self and to grow toward self-realization.

We Believe Home Economics Education:	Implications
--employs democratic processes as a means of helping individuals develop skills, attitudes and beliefs for effective participation in society.	Recognize and acknowledge the individual worth and dignity of each student .
	Provide opportunities for interaction among individuals and as groups.
	Encourage freedom of expression.
	Involve students, parents, administration and community in cooperative efforts.
--contributes to individual's abilities related to problem-solving, decision-making, reflective thinking and creative thought and performance.	Provide opportunities for students to participate actively in the total learning situation
	Encourage students to deal with problems in a critical way, to generalize and to use evaluation in appraisals and planning.
	Help students to recognize various ways of thinking and the consequences of each.
	Encourage self-expression, curiosity and a spirit of inquiry.
--recognizes that fundamental manipulative skills are important to the extent that they contribute to individual and family satisfaction and/or to job performance.	Be highly selective in choosing unit content involving manipulative skills so as to keep the skills in a reasonable perspective with cognitive and affective learning.
--uses research as an integral part of effective teaching for individual and family living in a changing world.	Keep up-to-date on research findings and revise content, method and program accordingly.
	Help individuals recognize change, examine implications and develop effective ways to live in a rapidly changing world.
	Make applications to the stages of the family life cycle and to the life span.

We believe Home Economics Education:	Implications
--is the unique part of Vocational Education which provides education for: 1. the vocation of homemaking 2. occupations requiring Home Economics knowledge and skills.	Provide a homemaking program for youth and adults which encompasses areas of: human development and relationships; clothing, textiles and design; housing and home furnishings; family finance; management; foods and nutrition, and; health.
	Provide education for occupations at a preparatory or supplementary level where opportunities for employment and need for training exist.
	Encourage individuals with ability and interest in professional careers in Home Economics.
--encompasses a variety of home, school and community learning experiences to achieve its goals.	Correlate and integrate classes and Future Homemakers of America goals and activities.
	Use home learning experiences to extend and apply class experiences.
	Promote optimum use of individual, family and community resources.
	Cooperate with community resources for occupational training.
--needs competent and cooperative teachers who continue to grow personally and professionally and who teach enthusiastically and creatively.	Seek self-realization, an enriching life through new experiences, advanced study, travel and a continually expanding philosophy.
	Be active in professional organizations, increasing interest in and satisfaction from teaching.
	Be experimental, keep up-to-date, try new ideas.

PSYCHOLOGICAL FOUNDATIONS

"Living is learning and growing is learning. The individual learns his way through life."[1]

In our modern society, social life changes so rapidly that the individual must continually learn to adapt himself to the changed conditions. "Individuals learn as they develop more effective ways of interacting with the environment."[2] As the individual learns his behavior changes. The learning is a result of experience and this causes him to face later situations differently.

As educators we play an important part in guiding the student to interact with his environment in effective ways. In order to guide student's learning it is necessary to understand the student and how he learns.

Following are some commonly held ideas about learning which lead to specific implications for the teacher.*

*Summaries from several pertinent writings are included in the appendix.

---

[1] Havighurst, Robert. Developmental Tasks and Education. Sec. Ed. New York: David MacKay Co., Inc. 1962. Page 1.

[2] Wiles, Kimball. The Changing Curriculum of the American High School. Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1963. Page 117.

LEARNING

Evidences	Implications
The learner interprets what he is learning in terms of his experiences, needs and goals.	Become acquainted with individual students. (Background, attitudes, values, goals and personal characteristics)
	Use procedures which give opportunities for individuals to express themselves and to share ideas.
Learning takes place more rapidly if the basic physical and personality needs of the student are met.	Participate in total school programs for helping students meet their needs.
	Be sensitive to individuals and design learning situations which contribute to meeting student needs.
The learning must have the maturation and experience background required for the learning.	Select and plan content at appropriate levels.
	Use evaluation devices to help identify "where the learner is."
Motivation is essential to genuine learning. Intrinsic motivation is most effective. Extrinsic motivation has limited value. The genuiness and strength of motivation influence the speed and efficiency of learning.	Encourage students to participate in planning and to communicate their feelings and attitudes toward content.
	Help students to clarify needs and values to increase motivation.
	Use extrinsic means of motivation related to social expectation, satisfaction, or reward rather than threat or punishment.
Learning takes place most effectively when the individual is challenged to recognize and solve his problems.	Help students relate content to personal needs and goals.
	Provide opportunity for fresh, novel or stimulating experiences which may serve to increase motivation.

Evidences	Implications
Learning takes place most effectively when the individual is challenged to recognize and solve his problems, continued.	Help students develop ability in reflective thinking and problem solving. Provide opportunities to apply learnings to individual situations. Cooperatively select content which has meaning and relevance to the student and deal with it in realistic terms. Challenge the student. Place expectation at a level not too hard, not too easy, so that success is possible but not assured.
Learning is most efficient when it meets the felt needs or purposes of the learner.	Use cooperative procedures. Help students develop ability for self directed learning. Help students clarify and identify their needs and goals. Realize that one is apt to go only as far as he needs to reach his goal.
Frequent knowledge of achievement motivates learning.	Use cooperative means of identifying criteria for learning; use evaluative procedures continuously. Help students develop ability for self-evaluation.
Reinforcement which immediately follows desired behavior and is clearly connected to that behavior is most effective.	Use a variety of means of reinforcement. (Facial expression, comment, recognition, praise) Be alert to individual performance and progress.
Learning takes place most effectively when the individual derives satisfaction and pleasure from the process.	Consider the affective impact of content and method. Encourage students to express and to actively participate in learning situations.

Evidences	Implications
	Express your own enthusiasm.
A favorable emotional climate facilitates learning.	Provide learning situations which do not threaten the student in any way.
	Be accepting of individuals.
	Develop capacity to participate in a "helping relationship."
Successful experiences promote learning.	Help students to recognize their own successes.
	Provide opportunity for achievement.
	Try to assist students in creating a "backlog of success" to help them learn to cope with a failure which they may experience.
The efficiency of learning is affected by the learner's emotional state.	Be alert to individual situations and help the student to deal with the learning experience as appropriate.
	Be alert to overall situations which may affect groups and plan accordingly.
Learning is facilitated when the individual feels secure and accepted by the group.	Use group processes when possible to stimulate group maturity.
	Help students examine and apply principles of interpersonal relationships.
	Provide opportunities for individuals to make contributions and to be recognized.
Learning proceeds best when students take an active part in the process.	Use cooperative procedures.
	Recognize and encourage active participation.
	Provide opportunities for individual processes as well as group processes.

Evidences	Implications
	Provide experiences for learning by doing. (Making application to learn to apply; judging to learn to judge; performing skills to perfect them)
Most effective learning is purposeful and self-directed.	Use cooperative procedures.
	Help students to accept increasing responsibility for learning.
	Help students develop ability for independent study. (through home learning experiences and FHA, as well as class)
There are wide individual differences in the capacity to learn, the roles of learning, degrees of retention, and ability to use learning in new situations.	Recognize and accept individual differences.
	Use a variety of procedures to meet various situations.
	Help students in realistic self-evaluation, planning, and self-acceptance.
	Help students examine implications of competition with others and with self.
	Adapt learning situation to students with special needs.
Comprehensive and meaningful repetition contributes to effective learning.	Provide adequate opportunity for repetition necessary in the learning process.
	Recognize repetition in sequential learning.
A clear concept of the goal to be reached promotes learning.	Use cooperative procedures.
	Help students clarify meaning and intent of objectives.
Most effective learning takes place when one has a concept of the whole process before working out the parts.	Help students clarify relationships among objectives.
	Examine sequential development of ideas, problems, skills and feelings and orient students to learnings.

Evidences	Implications
	Help students develop ability to analyze.
Learning goes faster when concepts and skills are dealt with one at a time.	Analyze content and move from the simple to the complex.
	Help students to make applications and to relate factors to fit the separate parts into meaningful wholes.
Learning proceeds more rapidly, is retained longer and retrieved more easily when that which is learned has meaning, organization and structure.	Develop curriculum in a sequential manner guided by the structure of the subject matter.
	Use the concept-generalization structure of Home Economics in planning.
	Help students grasp the structure of content and develop ability to relate new learnings to those already achieved.
When material is organized in terms of the learner's purposes it is most effective.	Use cooperatively planned objectives to guide selection of content and learning experiences.
	Develop materials in terms which are real to the learner.
	Use continuous evaluation to assure that the material and its organizational scheme is meaningful to students.
Specific learning shows little transfer to a new situation.	Limit specific learning to that which is necessary and deal with it as a part of a broader sequence.
Learning that results in the formation of generalizations or principles transfers from one situation to another.	Provide opportunities for students to "discover" generalizations and principles through inductive reasoning and to make applications deductively.
	Encourage students to transfer basic ideas from one area to another.

Evidences	Implications
For greatest amount of transfer to take place, materials and methods should be learned in the way they are to be used and immediately before they are to be used.	Organize content in such a way that repetitive applications which are meaningful to the student follow learning. Recognize the disadvantages and limitations of learning "for the future."

DEVELOPMENTAL TASKS

Developmental tasks have been defined as those tasks "which arise at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."[1] Such tasks arise from physical maturation, cultural pressure of society or from the personal values and aspiration of the individual. Consideration of developmental tasks may help to identify objectives and to time educational efforts to the "teachable moment."

A list of the developmental tasks, as identified by Havighurst, follows. Some elaboration relating to those levels at which Home Economics Education may be most concerned has been included. Some characteristics of various development levels are given in the appendix.

DEVELOPMENTAL TASKS OF INFANCY AND EARLY CHILDHOOD
(about birth to 6)

Tasks	Implications
Learning to Walk	Recognize the biological base for this task and child's need of stimulation and assistance from others.
Learning to Take Solid Foods	Recognize the biological base for the task and the effect that the manner and timing of weaning has on the child's personality.
Learning to Talk	Help children to organize their repertoire of sounds into words to develop a concept of language. Be aware of children's needs in vocabulary development. (Opportunity to talk and express himself, to listen and to learn correct structure)

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[1] Havighurst, Robert J.. Developmental Tasks and Education. New York: David McKay Company, Inc. 1952. p. 2.

Tasks	Implications
Learning to Control the Elimination of Body Wastes	Recognize this task as the first moral training of the child. Be aware of differences in cultures and social classes in patterns of toilet-training.
Learning Sex Differences and Sexual Modesty	Help children to develop attitudes and feelings about sex and his/her sex role consistent with society norms.
Achieving Physiological Stability (only purely biological task)	Recognize the instability of the young child's physiological state and the changes created by variation in diet and external conditions.
Forming Simple Concepts of Social and Physical Reality	Help children develop perceptions and organize them into conceptional structures.
Learning to Relate Oneself Emotionally to Parents, Siblings, and Other People	Help children in their attempts to identify with others. It is the basis for later social relations.
Learning to Distinguish Right and Wrong and Developing a Conscience	Help children develop concepts of right and wrong through interaction, explaining simply and demonstrating consequent of acts.

DEVELOPMENTAL TASKS OF MIDDLE CHILDHOOD
(about 6 to 12)

Learning Physical Skills Necessary for Ordinary Games	Keep skills expected within realm of physical ability as child develops. Though task is usually accomplished in play with peers, some help in forming play groups for special needs may be effective.
Building Wholesome Attitudes Toward Oneself as a Growing Organism	Help children develop good health habits and understand their Relationships to body needs. Participate in total school program of sex education.

Tasks	Implications
Learning to Get Along With Age-Mates	Recognize this as the child's chief concern and the effect that difficulties with this task has on his total being.
	Use sociometric techniques in cooperating with peer groups as well as in helping groups to achieve broader relationships.
Learning an Appropriate Masculine or Feminine Social Role	Recognize social class differences in expectations of role. Help children clarify their roles.
Developing Fundamental Skills in Reading, Writing and Calculating	Recognize need for biological "readiness" to perform tasks.
	Participate in total, consistent school program.
Developing Concepts Necessary for Everyday Living	Provide as many concrete experiences as possible so that the child may have a realistic basis for concepts. Encourage children to enlarge and relate concepts by real and vicarious experiences.
Developing Conscience, Morality, and a Scale of Values	Recognize this as a crucial period for learning the morality of cooperation.
	Provide experiences for children to explore the consequences of choices.
	Recognize social class differences.
Achieving Personal Independence	Provide children with experiences in assuming responsibility, making decisions, abiding by consequences. (Setting limits and providing support)
Developing Attitudes Toward Social Groups and Institutions	Help children explore and develop democratic social attitudes by participating in democratic processes.

DEVELOPMENTAL TASKS OF ADOLESCENCE
(about 12 to 18)

Tasks	Implications
Achieving New and More Mature Relations with Age-Mates of Both Sexes	Develop program cooperatively with students to include development of concepts, attitudes, values, and social skills necessary to this task.
-- to learn to look upon girls as women and boys as men	
-- to become an adult among adults	Help individuals with problems related to unique development rates.
-- to learn to work with others for a common purpose, disregarding personal feelings.	
-- to learn to lead without dominating	Provide structure within which youth may develop leadership and membership abilities, experience self-direction, make decisions and abide by consequences.
	Recognize differences in rates of development between sexes and varying expectations from different social classes or groups.
Achieving a Masculine or Feminine Social Role	
-- to examine adult social roles of the male and female which society approves and the consequences of deviating from approved roles	Examine male and female social roles in context of our society and the world. This concept may be developed over a period of years.
-- to accept the idea of becoming a man or a woman.	Help girls to think through the problems of accepting the feminine sex role and of planning for the future in relation to it considering marriage, singleness, part-time employment and careers.

Tasks	Implications
Accepting One's Physique and Using the Body Effectively	
-- to become proud, or at least tolerant, of one's body -- to use and protect one's body effectively and with personal satisfaction.	Participate in total school program of sex and health education. Recognize that physiological changes are paralleled by changes in attitude and interest; be alert to related needs and plan cooperatively with students to deal with them in the program at appropriate times. Help students understand the principle of individual rates of growth and emphasize individual development rather than comparative activities.
Achieving Emotional Independence of Parents and Other Adults	
-- to become free from childish dependence on parents -- to develop affection for parents without dependence upon them -- to develop respect for older adults without dependence upon them	Help students to examine the concepts of dependence, independence, interdependence, right, license and responsibility. (Such concept development may continue for a period of several years) Include appropriate focuses in discussions of relationships such as conflict or social change as it affects morals, inter-generation relations, developmental levels through the life span. Assume an adult role which may provide a "helping relationship" for adolescents.
Achieving Assurance of Economic Independence	
-- to feel able to make a living,	Participate in total school program of orientation to world of work.

Tasks	Implications
	Help students develop concepts and abilities related to employability and financial management.
Selecting and Preparing for an Occupation	
-- to choose an occupation for which one has the necessary ability and interest -- to prepare for this occupation	Participate in total school program of vocational guidance. (Helping all to recognize careers and occupational opportunities related to Home Economics) Provide program of occupational training requiring Home Economics knowledge and skills where appropriate. When appropriate, share in occupational training with other vocational areas by means such as team-teaching.
Preparation for Marriage and Family Life	
-- to develop a positive attitude toward family life and having children -- to develop concepts and abilities necessary for homemaking and child-rearing	Maintain an effective program focusing on the family; preparation for the vocation of homemaking. Develop facets of the homemaking program to meet the needs of boys and men as well as girls and women. Provide out-of-school classes to meet individual needs related to homemaking.
Developing Intellectual Skills and Concepts Necessary for Civic Competence	
-- to develop concepts of law government, economics, politics, geography, human nature and social institutions which fit the modern world	Participate in total school curriculum development.

Tasks	Implications
-- to develop language skills and reasoning abilities necessary for dealing effectively with the problems of a modern democracy	Design Home Economics curriculum to make effective contributions to achieving this task through content such as: human development human relationships laws and regulations concerning the family and home, personal and family economics and through methods such as: problem solving committee or group work cooperative processes democratic processes
Desiring and Achieving Socially Responsible Behavior	
-- to participate as a responsible adult in the life of the community, state, nation	Expand learning experiences to the community and/or national levels. Field trips, visual aids and speakers may be helpful in this approach.
-- to take account of the values of society in one's personal behavior	Help students assume community roles in youth groups, such as F.H.A.
Acquiring a Set of Values and an Ethical System as a Guide to Behavior	
-- to form a set of values that are possible of realization	Help youth to clarify values, examine consequences of holding certain values, examine values expressed by society; to develop their own value systems based on conscious decisions appropriate for the individual.
-- to develop a conscious purpose of realizing these values	
-- to define man's place in the physical world and in relation to other human beings	Help individuals to understand the role of values in living.
-- to keep one's world picture and one's values in harmony with each other.	Help individuals develop ways of achieving self-actualization.

DEVELOPMENTAL TASKS OF EARLY ADULTHOOD
(about 18-30)

Tasks	Implications
Selecting a mate	Participate in total community program of adult education to help adults recognize and successfully achieve developmental tasks.
Learning to live with a marriage partner	Help to provide basis for achieving adult developmental tasks in programs for adolescence by emphasizing development throughout the life span and by focusing on present developmental levels as a part of the total perspective.
Starting a family (requires certain kinds of knowledge for the wife and husband, and attitudes favorable to having children)	Participate in total community program of education for parents. Some knowledge and attitudes may be included at earlier levels but programs at the level of the task are most effective.
Rearing children	Continue parent education classes. The development of basic knowledge and attitudes may be partially accomplished earlier but has greater impact at time of need.
Managing a home	Help to clarify total ramification such as: -- management of resources -- housekeeping -- meal preparation -- housing selection -- role responsibilities of family members -- social implications Provide classes as necessary
Getting started in an occupation More difficult for middle-class men (because social status is tied to occupational success) or lower-class men who are socially-mobile-minded.	Help others to recognize the pressures of the world of work and to seek satisfying ways of creating a balance between "working" and "living."

Tasks	Implications
Taking on civic responsibility (assuming responsibility for the welfare of a group outside of the family). Young adults are often preoccupied with other tasks and do not approach this one activity until they become involved with property, school age children or other factors to encourage their action. Lower-class persons are not as active as middle-class persons.	Help high school students participate in local activities of a civic nature to develop some ability in participation, a positive attitude toward civic responsibility and a sense of commitment. (F.H.A.) Invite and encourage participation by young adults in groups in which you are active.
Finding a congenial social group Marriage and/or mobility often interrupt old friendships. New friendships are developed (by the couple or as individuals) related to such things as: interest, social status, and occupation.	Help school students develop basic concepts concerning interpersonal relationships which may later be applied and further developed.

DEVELOPMENTAL TASKS OF MIDDLE AGE
(about 30-55)

Achieving adult civic and social responsibility Time of peak influence on society and high demands for social and civic responsibility. Class structures influence how this need is met.	Encourage participation and support in relation to educational programs. Participate in total community program of adult education. Develop specific classes as needs are identified.
Establishing and maintaining an economic standard of living Family is often faced with increasing needs and wants and a more stable level of income.	When needed, provide classes dealing with such pertinent concepts as consumer problems, management and family security.
Assisting teen-age children to become responsible and happy adults Task is complicated by changing conditions from one generation to the next.	Participate in formal (classes) or informal (news-releases, T.V., programs) means of parent-education.

Tasks	Implications
Developing adult leisure-time activities Leisure time often becomes more available at an age when earlier patterns of leisure activity are not appropriate.	Help youth to develop an awareness of changing leisure needs. Encourage interests that may be developed over a lifetime. Participate in formal or informal means of developing "new" interests, abilities and skills.
Relating oneself to one's spouse as a person The roles of husband and wife often resume significance as the roles of mother and father diminish.	Help to clarify needs for affection, understanding, appreciation, and encouragement. Personal appearance may regain importance and need to be considered. (Informal or formal education)
To accept and adjust to the physiological changes of middle age Time of a decline in physical capacity, menopause, change in senses of sight and hearing for some. Ability to learn remains quite high.	Adapt adult classes to student needs in relation to lighting, sound, comfort and demands of physical activity. Recognize the strength of long held habits and attitudes in relation to learning.
Adjusting to aging parents Persons in this age bracket are often in the middle of a three-generation family. Identifying responsibilities and finding ways to meet them are important to all concerned.	Help young people to recognize and assume their roles in the total situation. Provide help in relation to needs of the elderly. (concerning areas such as: housing, clothing, nutrition and emotions)

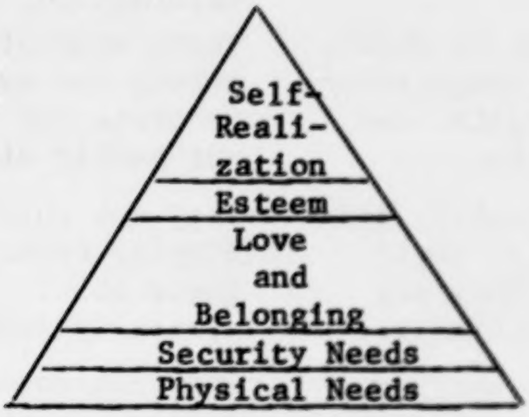
DEVELOPMENTAL TASKS OF LATER MATURITY
(about 55 on)

Adjusting to decreasing physical strength and health Many must adjust to a period of invalidism or other limitation of ability to care for self.	Investigate need of occupational classes to train others to assist the elderly when adequate self-help is not possible. (In a variety of jobs in homes for elderly or in private situations)
Adjustment to retirement and reduced income An individuals sense of personal worth is often related to his occupation and financial capacity which is seriously decreased at retirement.	Help younger persons to relate management of finances to total life span. Assist in clarification of values and goals and the development of self-concept which may facilitate later adjustment.

Tasks	Implications
Developmental Tasks of Later Maturity, Continued	Participate in providing classes which will help individuals cope with present financial or personal problems.
Adjusting to death of a spouse (There are more widows than widowers in U.S.) This task requires unlearning of old ways and learning of new ways at an age when such change is most difficult.	Provide classes dealing with "singleness" which may include financial management, emotional adjustment to "singleness," and adjusting to a different social pattern. A clever title should be used. *The Single Checking Account* or something similar might attract women.
Establishing an explicit affiliation with one's age group Giving up active participation in middle age groups is often necessary because of fatigue, financial demands and pressures from members of the group. However, the senior citizens groups may lack status, sense of accomplishment. The admission that one is "old" is difficult.	Familiarize yourself with community activities of the middle aged in your community. Build a file from which a hand out list could be drawn and referrals made. Watch for: Walking tour groups Group field trips to concerts and nearby cities Volunteer groups Adult Education classes Y.W.C.A. and Y.M.C.A. Great Decisions Discussion Groups Others
Meeting social and civic obligations To keep up-to-date and active requires continuing study as well as output of energy.	Participate in continued programs for the elderly. Help younger persons comprehend the problems and contributions of the "senior citizens."
Establishing satisfactory physical living arrangements Principal values are: quiet, privacy, independence of action, nearness to relatives or friends, residence in own cultural group, low cost, convenience to community facilities.	Participate in identifying and supporting provision for adequate housing for elderly. Help younger family members to understand the problems of housing and find ways to adapt situations to meet such needs.

HUMAN NEEDS[1]

The diagram pictures a sequential analysis of human needs with each set of needs dependent on fulfillment of the set below it. These can help us to understand how individual respond and why.



Hierarchy of Human Needs[2]

1. First needs are physical. An individual who is ill or hungry cannot move, do, act, or learn until this needs is taken care of in some way.

2. Security needs demand attention next. Knowing one is safe within a pattern of life is important. An individual needs to know what to expect and to feel safe.

3. A desire to be liked then becomes a third need. At this point the individual will do many things if someone cares. Being praised and feeling accepted will be of great importance. For this reason one may respond for and because of others. A small failure can make one feel rejected as a person. One needs much support, assurance, and personal warmth.

4. Esteem needs are next in the development. Not only does an individual want to be liked, he wants to be regarded highly by others. In this way one gains confidence and feels necessary in the world.

5. Self-realization, the need to develop one's potentialities follows. One is free to make the most of himself only when the preceding needs are met. He can then attend to developing his own unique potentialities. He wants to learn simply because he wants to be a "fuller" person. He will have pride and self-respect. He can show individuality in the face of social pressure. He will dare to have his own opinion and to express it.

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[1] Adapted from: Training Home Economics Program Assistant to Work With Low Income Families. U.S.D.A. P.A.-681

[2] Maslow, A.H. Motivation and Personality. New York: Harper Row and Co. 1954.

CHARACTERISTICS OF EXCEPTIONAL STUDENTS

Low Ability	High Ability
They learn very slowly. Their reading ability is poor, and there is little retention of information.	They learn very rapidly. Their reading ability is superior, and there is high retention of information.
Their span of attention is short. They lack of power to concentrate, except for short intervals, and become distracted easily.	Their span of attention is much beyond the average. They can concentrate for long periods and are not easily distracted.
They cannot think logically, and lack ability to organize their work systematically. They are unable to make sound judgments.	They can think logically and display superior organization in their work. Their judgments are generally sound.
They cannot think abstractly and are unable to make generalizations. Relationships have to be pointed out to them.	They can think abstractly and are able to generalize fairly easily. They are quick to recognize relationships.
Their coordination is generally poor, and there is a lack of muscular flexibility. Visual, auditory, and speech defects are common.	Their coordination is good, and they are relatively free from nervous troubles. Physical defects are uncommon.
Their emotional control is not well developed. They become easily upset and are unable to adapt themselves to heavy restraints, sudden changes, or undue pressures.	Their emotional control is better than average. They generally adjust to heavy restraints, sudden changes, or undue pressures without becoming unduly upset.
They have a narrow range of interests, often immature for their age, and generally carry on one at a time. They show fear or hesitancy about tackling anything new.	They have many varied and mature interest, often carried on concurrently. They display eagerness to explore new fields and to tackle new problems.
Their social attitudes are not well developed. Although they participate in much the same activities as others the same age, they seldom win recognition.	Their social consciousness is well above the average. They participate in a wide range of activities and win recognition to a high degree.
They are unwilling to accept personal and social responsibilities commensurate with their age.	They readily accept personal and social responsibilities beyond their age expectancy.
Their personality is not well rounded. They lack common sense, breadth of vision, and the ability to evaluate their own behavior.	Their personality is well integrated. They possess a high degree of common sense, breadth of vision, and the power of self-criticism.

SUBJECT FIELD AS FOUNDATION

The subject field itself influences curricular decisions. Two facets of that influence are the structure of content and the structure of programs.

Structure of Content

Throughout education there has been a recent trend to identify the basic concepts that unify and give structure to the content of a discipline. Home Economics is no exception. In 1961 a conference called by the home economics education branch of the U. S. Office of Education emphasized the need. During the following years the curriculum study progressed by means of six national workshops which considered the concepts and generalizations in five subject areas important at the high school level. Conferences and workshops have since focused on the problems of teaching for conceptual understandings. The report of the secondary school curriculum study is available from A.H.E.A. The concepts and generalizations identified will not be repeated in this guide.

Some of the evidences presented previously are related to structure of content and are repeated here.

Evidences	Implications
Students learn best the information that they organize into generalizations and principles. Such information is more likely to be retained and transferred than are isolated facts.	Organize content in developmental sequence of concepts. Provide opportunity for students to arrive at generalizations inductively.
There is an increasing volume of information which makes selection from the whole a necessity.	Weigh the alternatives of "covering" a quantity of information and of providing greater opportunity for depth in learning. Select the material which is most significant for students involved.
Grasping the structure of a subject facilitates relating other things to it meaningfully.	Help students to identify and clarify the structure as it is developed. Provide opportunity to relate to and elaborate upon the structure as learning progresses.
"The foundations of any subject may be taught to anybody at any age in some form."[1]	Adapt basic concepts to student ability when individual needs and interest are "set." Adapt material to varying ability levels or age levels.
Basic concepts and generalizations in Home Economics have been identified.	Use materials available[2] to develop units appropriate to student's needs and interests. Participate professionally in the continuing development and use of the curriculum study materials.

Structure of Programs

Specific information concerning the structure of programs is given in the bulletin "Policies and Procedures for Programs of Vocation of Homemaking and Occupations Using the Knowledge and Skills of Home Economics" which is available from the Homemaking Division of the Colorado State Board for Vocational Education. Standards and requirements for programs relating to advisory committees, curriculum, Future Homemakers of America, home visitation and supervision of out-of-class learning experiences, facilities, time requirements, students requirements, teacher qualifications, conditions of employment, travel and reimbursement are included. Other bulletins which provide guidance in program planning are:

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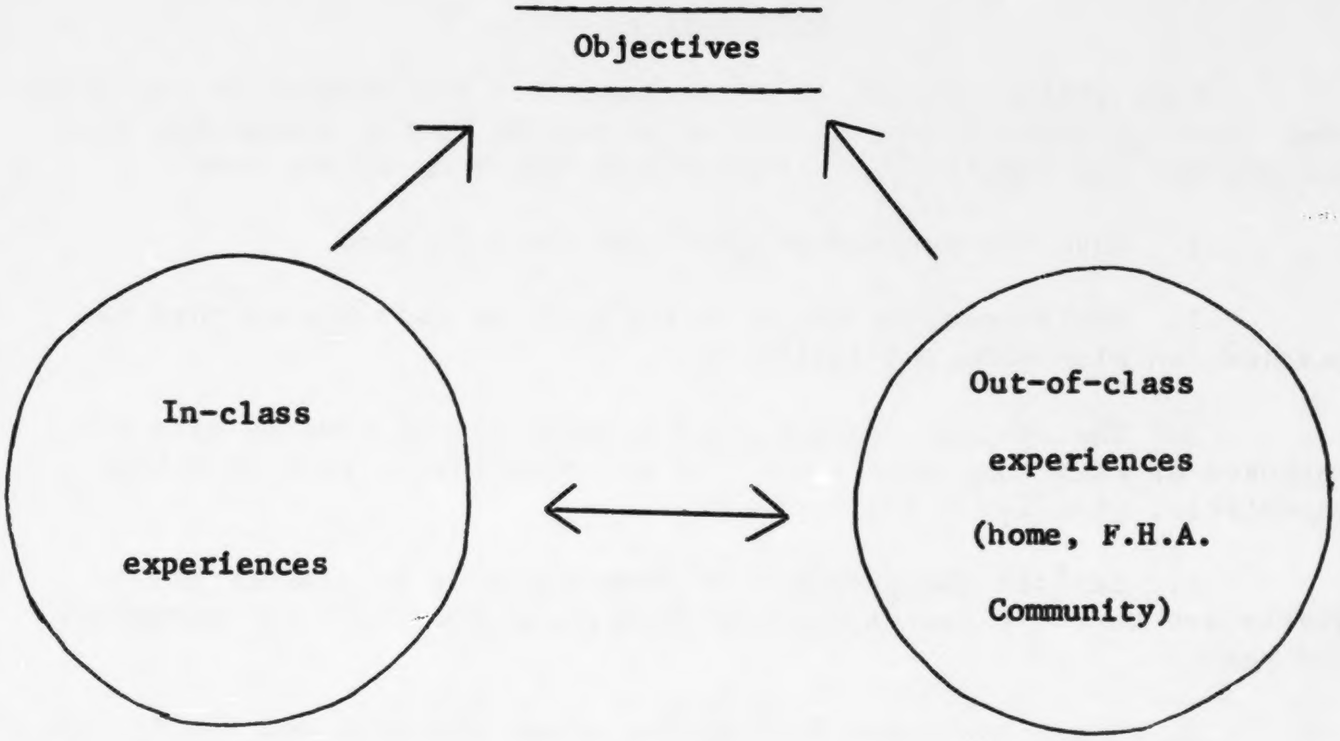
[1] Bruner, Jerome. The Process of Education. New York: Vintage Books. 1963.

[2] Concepts and Generalizations: Their Place in High School. Home Economics Curriculum Development. American Home Economics Association: Washington, D.C. 1967.

1. Vocational Home Economics in Secondary Schools
2. Post Secondary and Adult Programs, Vocational Home Economics.
3. Occupational Education - A New Dimension for Vocational Home Economics

Some of these factors which seem most pertinent to curriculum development have been selected for focus in this material.

The following diagram[1] shows how out-of-class experiences parallel class experiences in reaching objectives of home economics education.



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[1] Brown, Marjorie ed. *Home Learning Experiences*. Minneapolis: Burgess Publishing Company. 1963.

Home Learning Experiences

Brown presents five basic concepts regarding home learning experiences as:

1) The home experience should be considered by both the teacher and student as a learning activity or learning experience.

2) The home learning experience should be conceived as having a broader field of application than in the student's immediate family-household.

3) Home learning experiences should be integrated with classroom learning experiences.

4) Home learning experiences may be short-term or long-term.

5) Home learning experiences should not be limited in definition to home projects and/or home practices.

The problem-solving method may serve as a format for the planning, carrying out and evaluation of home learning experiences.

Home Visits

Home visits provide an opportunity for the teacher to supervise home learning experiences as well as to become better acquainted with the student and family. Some suggestions for home visits are:

1. Have the purpose of the home visit in mind.

2. Visit homes as early in the year as possible so that the teacher can plan more realistically.

3. The student, family, and teacher should have in mind the purposes of each home visit, as: to get acquainted, work on a home experience, plan for a FHA activity.

4. Explain the purposes of home visiting to classes before visits are made. Also, explain to them plans for visiting throughout the year.

5. Study available information about the home and family before visiting. Information may be gotten from questionnaires and records.

6. When appointments are made for home visits, keep them without failure. If an emergency arises, be sure that word is sent to the family that the appointment is postponed because of an emergency and that it will be kept later at a suitable time.

7. Dress simply, tastefully, and appropriately for homes being visited, so the family will feel at ease and the teacher will be comfortable.

8. Keep the visit from being rushed or the teacher seeming anxious to leave. However, remember the family may have other things to do.

9. Make families feel they are on equal level with the teacher by not talking down to them or being authoritarian. Make an effort to use language they understand.

10. Relieve embarrassing situations which may arise by casually ignoring or briefly, but humorously relating a comparable incidnet that once happened to someone else.

11. Ask few questions, but answer questions briefly and simply. Try to learn reasons without many questions.

12. If the family members bring up their frictions, be a sympathetic listener, but do not take sides.

13. Watch for information that might help the principal, guidance director, class and club sponsors and another teacher with some of their problems. Use this information with others in a confidential way.

14. If there is resentment to home visiting, the teacher should analyze her approach to see what would be a better one next time.

The teacher may take advantage of other opportunities for contacts with parents such as:

parent-teacher conferences
parent-school organizations
adult education programs
community activities (church, Red Cross, home demonstration clubs, AAUW, Girl Scouts, shopping)
school or department open house

FUTURE HOMEMAKERS OF AMERICA

Future Homemakers of America is the national organization composed of chartered state associations which are made up of local chapters of girls and boys studying homemaking in the high schools of the United States, Puerto Rico, and the Virgin Islands. As an integral part of the homemaking program, FHA provides opportunities for students to have additional experiences in planning and carrying out activities related to homemaking. Chapter activities provide an opportunity for meaningful repetition which contributes to effective learning.

FHA is another way of accomplishing the homemaking education goals to build better homes and families for society. It provides the opportunity to learn to work together, develop good attitudes, ideals, and habits in personal living, and grow in leadership abilities.

FHA experiences may be outgrowths of class experiences. They may take place in the home, school, or community. FHA activities may be planned along with class activities and home experiences. Class, home, and FHA experiences may in some cases parallel and in others the FHA and home experiences may be an outgrowth of class activities.

FHA Assists Members in:	Implications
Developing as individuals.	Each student should be given opportunities to help make decisions, to carry responsibilities, and to share the satisfactions of completing a job to the best of one's ability.
Contributing to home and family living.	Stress should be placed on family understanding and cooperation, the development of homemaking knowledge and skills, and recognition of values important to family living.
Preparing for community living.	Training for good citizenship should be provided through participation in community service and improvement projects.
Promoting good will at home and abroad.	Provide the opportunity to understand, learn from, and contribute to other nations, and people in their own state and community.

FHA Assists Members in:	Implications
Preparing for a vocation.	Provide opportunity for understanding the need for preparing for a career as a homemaker and job holder.
Providing wholesome recreational activities.	Emphasize rewarding use of leisure time.

Resource materials are available from the national and state Offices of F.H.A.

Addresses for F.H.A. materials:

State: Mrs. Olive Yenter, State F.H.A. Adviser
Room 32, State Services Building
Denver, Colorado 80203

National: Future Homemakers of America
Office of Education
U. S. Department of Health, Education, and Welfare
Washington, D.C. 20202

SOCIOLOGICAL FOUNDATIONS

Since culture and society have been and are now, potent forces affecting education, it is necessary that the successful home economics teacher develop a functional program built upon a knowledge about and understanding of today's society. Each individual teacher must keep abreast of the trends which are most likely to change society in the future, then determine the implications such trends have for personal and family living.

Attention must be focused on population, economic, educational, and scientific trends of today's society, for each trend profoundly affects family life, and thus the home economics curriculum.

The following section deals with data relative to current trends, state and nation, and some implications for teachers of home economics.

It is suggested that each home economics teacher make a survey of her own community to determine the presence, if any, of trends and needs differing from those of the state and national level.

(N) = National
(S) = State
Tables are found in the Supplement to the Program Planning Guide

Trends and Evidences	Implications
POPULATION TRENDS	
Population Increase	
(N) U.S. population increased 19 million between 1940 and 1950; 28 million between 1950 and 1960. Population in 1964 was 190 million and estimated to reach 300 million by the year 2000.	Participate in total school planning as well as departmental planning for increasing enrollments. 1. Physical needs 2. Effective learning situations with large groups as well as small groups.
(N) The national increase (number of births minus deaths) from 1960-64 accounted for 50 per cent of population increase; net immigration accounted for remaining 50 per cent increase.	Share in use, evaluation and development of methods and means to meet increasing needs. These may include: -- team teaching -- audio-tutorial labs -- educational television -- modular or flexible programming -- programmed teaching -- cooperative programs
(S) Colorado's population increased 12.2 per cent or 214,553 persons from 1960 to 1964. In 1960, Colorado was ranked 33rd state in population and 30th in 1964. (Table 3)	Use continuing evaluation for curricular revisions to keep total Home Economics program (Homemaking and Occupational at all levels) abreast of community and student needs.
(S) 1960 Census identified 3.06 per cent of Colorado's population as non-white with most of the Negroes concentrated in the Denver area, the Orientals on farms, and the Spanish-Amiericans mainly throughout the southern part of the state and the Denver area.	Maintain concern for the individual, his background, needs, interests and goals. Examine results of population increase in social changes such as: economical impact, housing conditions, food supply, privacy, individual and family roles.

Trends and Evidences	Implications
Age Characteristics of Population	
(N) Almost half the population in 1964 was under 18 or over 65. 75 million under 18 18 million over 65 100 million between 18 and 65 (Table 9)	Apply appropriate content to entire life span and the family life cycle.
(N) The school age group (5-17) has increased twice as rapidly as the total population since 1950. Number of pre-school children has increased 28.7 per cent. (Table 9)	Be active in development of child-care centers when appropriate in the community. (Including training of personnel.)
(N) In 1964 there were slightly less than 10 deaths a year per 1000 Americans, but more than 20 births per 1000.	
(S) The number of persons under 5 years of age is declining. The estimate for 1970 is lower than the statistics for 1960-65. There was a decrease of 17.5 per cent in birthrate from 1961-65. (Tables 10 and 11)	
(N) The median age in 1950 was 30.2 years compared to 28.6 years in 1964. (Table 9)	
(S) In 1965, one-third of Colorado's population was 14 years of age or under and nearly one-half was under 25.	Share in local and state concerns related to educational and vocational preparation of youth in relation to their futures. (Such as: forced mobility, employment opportunity and individual abilities and interests) Adapt curriculum as indicated.

Trends and Evidences	Implications
(N) Today's babies can expect to live 20 years longer than babies born in 1900. (Table 2)	Help students recognize aspects of life span and to prepare for longevity, considering roles as a family member as well as a wage-earner.
(N)(S) Life expectancy is longer for women than for men. (In 1964, for women - 73; men - 70)	
(S) The two sexes are about equally distributed in lower age groups but the percentage of women increases in upper age groups. There are more widows than widowers. (Tables 5 and 6)	Encourage girls to make realistic appraisals of their future in the world of work. Provide occupational training where and when necessary.
(N) In 1940 there were 50 million women, 57 million in 1965 and an estimated 90 million by 1989. In 1963 there were 3.3% more women than men in total population.	In content include consideration of: -- the elderly in our society -- women in the world of work -- single persons in society
Marriage and Divorce	
(N) Among the total population over 14 years of age, 81 per cent of the women and 75 per cent of the men are or have been married. (In 1900, only 68 per cent of the women and 58 per cent of the men were married) (Table 15)	Interpret Home Economics to others. Emphasize the importance of education for family life.
(S) In Colorado 67.4 per cent of the women over 14 years of age are married. (Table 17)	
(N) About two-thirds of all women and more than one-third of all men are married by the time they are 21. For the past several years there have been 1.5 million marriages annually.	Help students to examine: 1. the changing roles of the family and individuals within the family. 2. the significance of the family for the individuals within the family.

Trends and Evidences	Implications
(N) The median age for the first marriage is 20.6 years for women and 22.3 years for men. Thirty-nine per cent of the brides and 12 per cent of the grooms are under 20 when married. (Table 16)	3. factors conducive to satisfying family life. 4. singleness as a satisfying way of life for individuals who so choose.
(N) About 94 per cent of the population makes up 47 million family units. The remaining six per cent includes young people who have not yet married or are in the armed forces, and the elderly.[1]	
(N) "By 1970, family units are expected to increase by 13 per cent to 14 per cent while the number of persons living apart from immediate families is expected to increase by 21 per cent for men and 35 per cent for women."[1]	
(N)(S) The size of the average family is three to four people and has not changed appreciably in the last ten years. The proportion of childless couples has declined in the past generation.[1]	
(N) One out of every four marriages ends in divorce.[2]	Help students to examine:
(S) Six and one-half per cent of married men and women in Colorado are separated or divorced. (Table 17)	1. factors contributing to failure in marriage 2. consequences of divorce on couple and on children involved.
(N) Forty-five per cent of the divorces in 1953 involved children, while 57 per cent of 1960 divorces involved children. (Table 19)	

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[1] Welfare Admin., U.S., Converging Social Trends, Emerging Social Problems, Publication #6, Washington, D.C.

[2] Rocky Mountain News, August 2, 1966.

Trends and Evidences	Implications
(N)(S) Teenage marriages produce more children, more annulments, and divorces than marriages in the 25-29 age group.[1]	Make findings from research available for student references. (Such as the Nebraska study on early marriage)
Characteristics of Parents	
(S) The greatest number of babies are born to women from ages 17-33. The median age is 24.7; the mean age is 25.3. The greatest number of babies are born to fathers between the ages of 20 and 35. The median age being 27.7 and the mean age is 28.4.	Determine if there is need for classes to meet young parents' needs.
(N) Percentage of illegitimate births has increased: 3.8 per cent in 1940; 4.5 per cent in 1955; 5.2 per cent in 1960 and 7 per cent in 1964. (Table 7)	Share in total community or school plan for sex education.
(N) It has been estimated that 1 out of 6 American brides is pregnant when she marries.[1] (Table 7)	Consider the educational needs of unwed mothers in community.
(S) Percentage of illegitimate births in Colorado was lower than the National average--5.5 per cent in 1963 and 6.4 per cent in 1964.	Help young people examine the consequences of illegitimate birth for all concerned.
Mobility	
(N) "Twenty-six per cent of the people no longer live in the state where they were born."[2] (Tables 12 and 13)	Provide opportunity for students to recognize and accept factors of change implicit in mobility for others and for themselves.

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[1] Rocky Mountain News, August 4, 1966.

[2] U.S. Department of Health, Education, and Welfare, Welfare Admin.: Converging Social Trends, Emerging Social Problems, 1964, pp. 8-9.

Trends and Evidences	Implications
The population is moving to the north and west section of the United States. The west accounted for 10 per cent of the nation's population in 1930 and 15.6 per cent in 1960. The South had 30.7 per cent of the population in both 1930 and 1960. The northeast had 27.9 per cent of the nation's population in 1930, but dropped to 24.9 per cent in 1960. The north central states dropped from 31.3 per cent in 1930 to 28.3 per cent in 1960.	Help students develop ability to deal with changes resulting from mobility.
(N) In 1966, almost two-thirds of the nation live in or near metropolitan areas. The number living in towns has almost tripled in the last 50 years. In 1910, there were 32 million on farms; in 1960, there were 13.4 million (only 7 per cent of the nation's population). The metropolitan population overall increased about twice as rapidly as the non-metropolitan growth from an annual rate of 2.3 per cent in the 1950's to 1.9 per cent in 1960.	Encourage students to examine and apply the democratic principle of human worth and dignity in human relationships.
(S) The U.S. Bureau of Census of 1960 indicates that 48.4 per cent of the Colorado population was born in another state. (Tables 12 and 13)	Help students expand their concepts of interdependence and apply to individuals, families, communities, and societies.
(S) Migration rates are generally higher for persons under 40 than for the upper age groups. There continues to be a migration of workers to the centers of population.	Provide opportunities for individuals to develop satisfying bases for their lives through clarification of values, goals, cultural patterns and attitudes toward change.

Trends and Evidences	Implications
Urbanization	
(N) The total urban population in the U.S. in 1950 was 89,749,063, with a rural population of 60,948,298. By 1960, the urban population increased to 112,531,941, and the rural population was 65,932,295. (Table 1) (S) The per cent of the total population which is urban is 73.7 per cent; rural is 26.3 per cent. Of this 73.7 per cent urban population, it is estimated that 7 per cent is suburban. (Table 14)	Examine local situation and incorporate pertinent ideas into total curriculum. These may include: 1. assisting individual in transition from rural to urban living. 2. emphasizing management for families which are more consumptive than productive units. 3. encouraging recognition and use of community facilities for education, recreation, health care and others which are available.
Urban society today reflects changes in the roles of individuals, families and the community.[1] Community or public solutions to problems is emphasized as the role of government has changed.[1]	Cooperate and coordinate home economics programs with other community agencies and influences so that effort does not overlap but complements each other. Work with such agencies as: Extension Employment offices Welfare offices Youth agencies Manpower development Adult programs Poverty programs Educational agencies Community programming projects Share in total school program to guide students in developing citizenship responsibilities. This might include understanding of laws and regulations, process of enactment and enforcement, developing basis for judgment and action and analyzing impact of laws, regulations, governmental agencies upon individual, family and society.

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[1] Talk presented by Dean Helen G. Hurd, Assoc. Prof. of Sociology, Rutgers University, New Brunswick, N.J., at the Home Economics Division Program of the Meeting of the Association of Land Grant Colleges, Washington, D.C., November 13, 1962.

Trends and Evidences

(S) In Colorado, in 1962, 9.6 per cent of the families had incomes below $2,000.

(N) Poverty conditions may exist because of wage earners unemployment, need for training or retraining, lack of education, age (too young or too old), health, cultural heritage, or color barrier. (Tables 22, 37, and 38)

About 19 million Americans today receive social insurance payments. For the majority receiving this payment (15 million retired workers and their dependents), the monthly social security check is the main, and often the only source of income.[1]

(N) About 7 million people receive income from one of public assistance programs:

- old age pensions
- aid for blind
- aid for families with dependent children

(N) Some receive help from Medicare.[1]

Implications

Cooperate with other agencies which sponsor educational work for the low income family and use community resources in developing the program:[2]

Local government officials
County Welfare Department
Employment agency (Colo. and U.S.)
Public Housing Authority
Farmers Home Administration
  housing projects
Labor Unions
School Administration
Vocational Technical Education
Church groups and ministerial
  associations
Community agencies as:
  Salvation Army
  Red Cross
  Good Will Industries
  YWCA
  Visiting nurses
Ethnic group leaders
Community Action Groups
OEO Community Action Program
City or County Planning
  Commission
Other social institutions

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[1] Welfare Administration, Converging Social Trends, Emerging Social Problems, Washington, D.C.

[2] U.S. Department of Agriculture, Training Home Economics Programs Assistants to Work with Low Income Families, Federal Extension Service.

	Trends and Evidences	Implications
(N)	About 40 out of every 1,000 children in the nation are dependent on the tax supported programs of aid to families with dependent children. In cities with population of half a million or more about 75 out of every 1,000 children are receiving the aid.[1]	Continually evaluate program in relation to the needs of individuals served.
(S)	Out of the two million Colorado population, 10,771 families or 42,094 persons were receiving Aid to Dependent Children funds in 1964-65. The average household of four persons receives an average of $130.81 per month or $33.47 per person in the household.	
(S)	The total Colorado assistant funds amounts to $18,165,527.93. Of this amount, $16,900,000 is spent for assistance and the remainder for medical assistance.	Determine the local need for preparatory or supplementary occupational training. Participate in the establishment of programs where needs exist.
(S)	ADC Assistance funds vary according to the county in Colorado as there is a difference in the cost of living in metropolitan and rural areas.	
	A typical average family of 4 receives the following average allotments: Food $ 2.25 Clothing 16.13 Personal needs 10.52 Education 1.50 Household supplies 2.25 Utilities 13.28 $119.00 Rent is as paid or up to a maximum of $61.91.[2] Commodity foods (or donated foods) is equivalent to $30.	Future Homemakers of America members may cooperate in child care at homes while mothers participate in the occupational classes. Members may help in Head Start programs.

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[1] U.S. Department of Agriculture, Training Home Economics Program Assistants to Work with Low Income Families, Federal Extension Service.

[2] Quoted for Larimer County by Gene McKenna of Larimer Welfare Office.

Trends and Evidences	Implications
ECONOMIC TRENDS	
Income	
(N) "The gross national product, sum total of all goods and services the nation produces, rose (in terms of 1963 dollars) from 242 billion in 1940 to almost 600 billion by the end of 1963."[1] (Table 20)	Study characteristics of local income statistics and adapt curriculum content to the variety of needs existing. This is best done with local statistics. (Personal questionnaires may violate an individual's or a family's privacy.)
(N) Personal income increase 8 per cent or 44 billion in 1965. The median family income in 1950 was $3,319. By 1960, the median income was $5,660, and increased to $5,956 by 1962.[1] (Table 21)	
(S) The 1960 median income for Colorado was $5,780, slightly higher than the national median income.	
(N) The typical couple with two children has a median income which varies according to their race, age, sex, and where they live, and education. (Tables 22, 24, 25, and 27.)	Help students recognize the relationship among occupational preparation, personal characteristics and income.
(N) According to the 1960 census, about 10 million of the nation's 45½ million families had incomes of $3,000 or less. Another 9 million earned between $3,000 and $7,000, and the remaining 15 and one-half million (34 per cent of total) reported incomes of $7,000 or more. (Tables 23 and 25)	Help students clarify goals and values and establish bases for money management.
(N) In 1962, almost a fifth of the nation, or more than 30 million Americans were living in poverty.[1]	Prepare self for working with low-income families through reading research, information about culture, conference reports, attending conferences or special classes.

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[1] Welfare Administration, Converging Social Trends, Emerging Social Problems, Publication #6, Washington, D.C.

Trends and Evidences	Implications
(N) "Unsound rental units are four times as prevalent among families with incomes under $4,000 as among those with $10,000 or over. Homes owned by families under $4,000 income bracket are eight times more likely to be unsound than are homes of families whose incomes are at least $10,000 a year."[1]	Help more fortunate students examine the plight of the poor, develop a sense of social awareness and begin to determine personal commitments to society.
Consumer Problems	
(N) More people are spending money even if they have to borrow it. The typical American family of today owes $5,000, a 413 per cent increase in 15 years.[1] (N) "Many of the population is more concerned with upward mobility than with saving, and as income increases, people are able to buy and own the things which status adheres in our culture."[2] (N) Fees for participant sports rose from $197 million in 1940 to over a billion dollars in 1960: spectator sports from $904 million in 1940 to over $2 billion in 1961. Money spent for radio, TV sets, and musical instruments increased from $254 million in 1940 to $2.2 billion in 1961. (Table 29) (N) There is an increase in the number of items available to the consumer.	Help students establish a basis for consumer action by such means as: 1. examining role of credit in national economy, in family economy. 2. clarifying advantages and disadvantages of various methods of buying. 3. clarifying goals and values as a basis for family or individual money management. 4. developing some ability in the management process. 5. recognizing the change in costs of living over a period of time. 6. relating costs of living to other factors such as location. 7. relating financial needs and desires to life span and family life cycle. 8. recognizing money as one of many resources.

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[1] Welfare Administration, Converging Social Trends, Emerging Social Problems, Washington, D.C.

[2] Talk presented by Dean Helen C. Hurd, Assoc. Prof. of Sociology, Rutgers Univ., New Brunswick, N.J., at the Home Econ. Div. Prog. of the Meeting of the Assoc. of Land Grant Colleges, Wash., D.C., Nov.13, 1963.

Trends and Evidences	Implications
Teen-Age Consumer	
(N) Teen-ager's earnings and allowances add up to about $14 billion a year. The average teen-age girl spends $325 a year on her wardrobe. Teen-age girls spend $3.7 billion annually on apparel, $500 million on footwear and some $400 million on cosmetics.[1]	9. developing effective and satisfying consumer practices, such as comparative shopping. 10. exploring the role of advertising. (These may be shared in total school program.)
Working Woman	
(N) There were 25 million women workers in the U.S. in 1964 as compared to 23 million in 1962.	Help young people to be realistic in future plans in relation to employment. Deal with the dual role of the woman: 1) a homemaker and 2) a wage-earner.
(N) In 1960, 18.1 per cent of households had female heads as compared to 14.9 per cent in 1950. In 1965, 11.2 million households had female heads or 1 out of every 5 households. (Table 18)	
(S) There were 212,997 women workers 14 years of age and older in Colorado in 1960. (Table 39)	
(S) In 1960, 89,732 employed women were considered heads by households. Of the 139,733 fully employed women, 16,230 had children in the home. (Table 18)	
(N) In 1963, 1.6 million women who were heads of families were bringing up children in poverty.[1]	Apply generalizations (especially in managements, human development, and relationships) to that dual role.

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[1] Welfare Administration, _Converging Social Trends, Emerging Social Problems_, Publication #6, Washington, D.C.

	Trends and Evidence	Implications
(N)	In families where the husband earns less than \$3,000, the mother is very likely to be in paid employment. In March, 1964, this was true of nearly half of the mothers with children 6 to 17 years of age only and almost three-tenths of those with children under 6 years. When the husband's income was \$7,000 or over, the proportions were about one-third and one-seventh, respectively.[1]	Provide appropriate classes for adults involved in dual roles as the needs arise. Cooperate with guidance personnel in helping students explore job/career opportunities.
(N)	There were 9.5 million working mothers with children under 18 years of age in March, 1964. This was the highest number ever recorded to that date.	
(N)	In March, 1964, 40 per cent or 3,593,000 working mothers had children under 6 years of age and 2,043,000 of these mothers had children under 3 years of age.[1] 5,943,000 women workers had children 6-17 years of age.	Participate in providing preparatory and supplementary occupational training for youth and adults as needs exist.
(N)	More than 80 per cent of working mothers have husbands living in the homes. In March, 1964, about 7.9 million working mothers were from homes where the husband was present. The other 1.6 million had 55 per cent widowed, 24 per cent divorced or separated from their husbands, and 6 per cent had husbands absent for other reasons (as armed forces). The majority of women (39.8 per cent) work in clerical, sales, and kindred work; 16.3 per cent are operatives and kindred workers; 14.2 per cent are service workers. (Table 40)	Cooperate with other vocational preparation programs within the total school or community program.

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[1] Women's Bureau, U.S. Dept. of Labor, Who Are the Working Mothers?, Leaflet #37, 1965, Washington, D.C.

Trends and Evidences	Implications
Employment Patterns	
(N) By 1970, eighty-seven million will be working full-time.[1] 58 million now at work will still be employed 26 million young workers will start work in 1960-70. 3 million women will work in employment outside the home	Provide vocational homemaking programs and gainful employment programs using Home Economics knowledge and skills which meet the unique needs of people and are consistent with employment possibilities and national economics needs.
(N) More professional and technical workers will be needed by 1975. Less increase of service workers will be needed. (Table 30) (N) In mid-1963, there were 5.6 per cent unemployed in the nation. (Table 35)	Cooperate with the community and other areas of vocational education in making wage-earning courses available to more students, and in providing occupational information and guidance services for all students.
(S) In 1963, Colorado had 4.0 per cent unemployed, 1.4 per cent lower than the nation's average. (Table 35)	Be informed regarding program development, experimental and pilot programs, legislation, and other developments concerning occupational training programs.
(S) An overall summary of occupational data in Colorado indicates that the employment pattern by industry in terms of numbers employed is as follows:[2] (Table 31)	Keep up-to-date concerning occupational data with implications for Home Economics programs.

Declining

Agriculture
Railroads

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[1] Panel of Consultants on Vocational Education, Education for a Changing World of Work, U.S. Government Printing Office, Washington, D.C.

[2] Vocational Education Research Coordinating Unit, Occupations in Colorado, June, 1964, Colorado State University, Fort Collins, Colorado

Trends and Evidences	Implications
Stable Mining Manufacturing of: Textiles and Apparel Rubber and Plastics Furniture and Wood Products Machinery, except electrical Primary Metals Chemicals Wood and Kindred Products Trucking and Warehousing Other Transportation	Participate in school program to assist students in determining occupational areas suitable to their aptitudes, skills, abilities, interests and education.
Expanding Construction Manufacturing of: Fabricated Metals and Ordinance Electrical Machinery Transportation Equipment Printing and Publishing Total Manufacturing Communications Services Wholesale Trade Retail Trade Finance and Insurance Government Tourism	
(3) The Vocational State Department of Vocational Education provides evidence that: -Supervised food service workers are needed[1] -school lunch programs employ 3,000 persons with approximately a 10 per cent turnover annually. -one hundred seventy-five nursing homes and 90 hospitals use food service workers. (Table 33)	When local programs for occupational training are not feasible or possible to assist interested students in finding suitable programs available to them such as terminal programs. (Two year certificate programs)

Trends and Evidences	Implications
(S) There are 175 nursing homes. Each one needs a trained Activity Director to provide useful leisure time activities. The one class annually of approximately 20 trainees in Denver does not take care of the annual turnover or give statewide coverage.	
(S) Tourism is the third largest industry in Colorado and offers opportunities for Hotel and Motel Housekeeping Aides including laundry work in the 550 motels listed by the Colorado Motel Association with 8,000 full and part-time employees of hotels and motels. There are 5,300 laundries, laundry services, cleaning and dyeing plants in Colorado.	Share in state-wide development of occupational training programs requiring Home Economics knowledge and skills. Be certain these programs reflect the occupational needs of the locality and state. Keep programs abreast to legal demands on the occupation.
(S) There are 300 licensed Day Care Center in Colorado caring for 6,200 children. As more mothers enter the labor market, the need for these facilities will increase.	
(S) The minimum Rules and Regulations for Child Care Centers of the State Department of Welfare (which by legislative action has licensing responsibility for children's centers) state that: "A person who is a director must complete a minimum of 24 semester hours or equivalent number of quarter hours of credit in courses dealing with child development, the nursery school child, child psychology and related subjects, or pass an examination on the contents of these courses within five years of the promulgation of these rules." To open a licensed Day Care Center the Director must meet these above standards now. Hence the need for training programs in this field.	

Trends and Evidences	Implications
(S) In 1966, there were 1,200 people in Colorado employed in fabric products. In the metro Denver area, there were phone listings for 120 drapery shops which did not include large department stores. Want ads reflected the need for power sewing machine operators.	
(S) The visiting homemaker and homemakers' aide are areas of employment need, but are not as attractive pay- or status-wise. Families do not usually turn to the employment service for help in locating domestic help either in time of emergency or longer time need. Where able mature women have the ability to manage families in the absence of the mother or parents, they keep constantly busy. These are women of good education, able to adjust to high socio-economic living standards.[1]	
EDUCATIONAL TRENDS	
Educational Levels of Adults	
(N) Half of the working age population of 1960 lacked a high school education.[2]	Encourage students to examine the contributions education can make to future living and employment.
(N) In urban areas, white women have a median of 11.6 years of schooling, white men a median of 11.3 years.[2] (Tables 41 and 42)	
(N) In rural areas, the median for both men and women is 1 to 2 years lower than for those who live in urban or suburban areas.[2] (Tables 41 and 42)	

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[1] Colorado State Department of Vocational Education, Annual Report, 1966.

[2] Welfare Administration, Converging Social Trends, Emerging Social Problems, Washington, D.C.

Trends and Evidences	Implications
(N) The median years of schooling completed by non-white men in urban areas is 8.5 years; the medians for those in rural areas being 2 to 3 years lower for both sexes.[1] (Tables 41 and 42)	
(S) In Colorado, the white male had 11.9 median years of schooling, the white female 12.1. The non-white female having 11.4. (Tables 41 and 42)	
(S) The 1960 census indicates that 48 per cent of Colorado adults had less than a high school education, 12 per cent had 1-3 years of college and 11 per cent of Colorado adults had at least a baccalaureate degree. (Table 41)	Be sensitive to needs of students who receive little encouragement for education from parents and/or social group.
(N) The median family income of white workers with four or more years of college training was $9,315 in 1961 compared with $7,875 for non-white workers with equivalent education. The median family income in 1961 for white workers with only an elementary education was $4,911 for non-white workers it was $3,338. (Table 28)	Help students recognize the relationship between income and other factors such as education and develop social awareness.

Drop-Outs

Trends and Evidences	Implications
(N) From 1960-1970, of every ten youngsters now in grade school, three will not finish high school, seven will earn a high school diploma, three will go to work, some as wives and mothers, and four will continue their education, and only two will finish four years of college. By 1970, almost 3/4 of our youth will have at least a high school education.	Design learning experiences in which all students may be recognized. Through individual conferencing and guidance help the student adjust to school, his peers, and adults.

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[1] Welfare Administration, Converging Social Trends, Emerging Social Problems, Washington, D.C.

Trends and Evidences	Implications
(N) Seven and one-half million pupils will drop out of school between 1962 and 1970. The 10th or 11th grade is the point for most drop-outs at the national level. (Table 41)	Continually evaluate Home Economics program and adapt to meet the needs of all students.
(S) In Colorado, the percentage of school dropouts for males is highest at grades 10 and 11, at grade 11 for females. (Tables 47 and 48)	Investigate possibilities for school to establish and conduct occupational programs according to needs of community and students. Work with administration, counselors, employers and community resource people in establishing and conducting these programs. Provide homemaking classes for out-of-school youth as needed.
School Enrollments	
(N) There were in 1963-64, 47,100,000 students enrolled in all schools, public and private, from kindergarten through high school.	Be active as a citizen and as a member of the profession in developing effective school programs for increasing enrollments and in obtaining financial support for them.
There were 12,100,000 students in high schools in 1963 compared with 11,500,000 in 1962. Public high schools accounted for 10,700,000 with Catholic parochial schools adding another 1,050,000.[1]	Keep up-to-date concerning trends in education and ways of meeting students' needs.
(S) From 1958 to 1965 there was an increase of approximately 120,000 elementary and secondary children in Colorado schools. (Tables 43 to 46)	
(S) There are 230 Colorado parochial elementary and secondary schools with student enrollments of 459,990. (Tables 43 to 46)	

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[1] 1964 World Book Year Book.

Trends and Evidences	Implications
(N) The U.S. Office of Education reported 4,528,516 students enrolled for full time credits in 2,140 institutions of higher learning in 1963-64. This was an increase of 7.7 per cent over 1962-63.[1]	Evaluate local program in Home Economics and adapt aspects of the program to meet needs of both college-bound and non-college bound students.
Junior colleges in 1963-64 had an enrollment of 627,806, or 13.8 per cent of all students in higher education.	
(S) The junior college enrollment in the six junior colleges in Colorado increased by 218 students from 1963 to 1965. (Table 50)	
(S) More junior and four-year colleges are being developed in Colorado.	
(S) In 1959-60 in 20 Colorado colleges and universities (both two and four years, that admit women) there were 13,971 women enrolled (36.6 per cent of total enrollment). In 1964-65 enrollment of women rose to 23,314 (39.7 per cent of the total enrollment) which is an increase of 66.9 per cent. During that period, enrollment of men rose 46.4 per cent.[2]	Support growth and development of programs in higher education.
(S) In 1959-60, there were 1,455 women in graduate schools; in 1964-65, there were 2,221 in graduate schools, about 31 per cent of total enrollment. The women in graduate programs increased by 52.6 per cent compared to 52.8 per cent increase for men.[2]	Cooperate with institutions of higher learning in effective research programs.

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[1] 1964 World Book Year Book.

[2] Colorado Governor's Commission on Status of Women, 1965.

Trends and Evidences	Implications
(S) Enrollment of women in 23 proprietary schools admitting women increased 23.2 per cent during the five year period 1959-65.[1]	Help students to recognize opportunities for further education and employment other than through the baccalaureate degree to enable them to make a realistic choice.
(S) In the Colorado adult education program in 1964-65 there were 24,979 women on Status of Women, 1965.[1]	
Financial Support	
(N) The records show that the amount of federal money spent on education in 1964 was over four times as much as it was five years before. (Table 51)	Become familiar with the forms of programs supported by reimbursement.
(S) State support for schools has doubled in the same five years. (Table 51)	
(N) Every state and territory offers federally aided vocational education programs. Each state (including Colorado) has a vocational education board to set policy. Federal funds can be used for classroom equipment but not for building; federal funds may be used as partial reimbursement for teachers' salaries. In all but the most recent programs, states must match federal funds, dollar for dollar. In general, state and local expenditures far exceed the matching requirements. The types of reimbursable vocational educational instruction are specified by federal law, as well as the age and job status of the students.[2]	Evaluate local situation and determine if needs can be met through reimbursed programs. Assist in initiating such programs when feasible.

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[1] Colorado Governor's Commission on Status of Women, 1965.

[2] Panel of Consultants of Vocational Education, Education for a Changing World of Work, U.S. Government Printing Office.

Trends and Evidences	Implications
Local, state and federal funds provide for vocational education -local - $117 million -state - $89 million -federal - $48 million	Be well-versed in all aspects of Vocational Education, laws which support it and national, state and local policy. Assume responsibility for public relations and education concerning Vocational Education in community. Support Vocational Education and its growth and development.
Home Economics Offerings	
(N) In 1960, of 3,733 public high schools surveyed in six states, only 47 per cent offered home economics courses. In communities with a population of under 2,500, only 42 per cent offered homemaking courses; 56 per cent of the schools serving 2,500 to 30,000, population offered home economics, while only 16 per cent of schools offered home economics to a population of over 30,000. The local-state and federal programs of vocational education showed that homemaking had an enrollment of 1,610,334.[1]	Assist with public information program to encourage expansion of Home Economics by sharing evidences of local program meeting the needs of students and the community.
(S) In 1963-64, 1964-65, only 16 per cent of the girls enrolled in Colorado public secondary schools were enrolled in vocational homemaking courses. However, the total number of wage-earning classes in home economics increased from 20 students in 1963 to 163 in 1964-65. (Table 49)	Be familiar with the development of occupational programs and support them when possible.

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[1] Summary report of Panel of Consultants, Education for a Changing World of Work, U.S. Government Printing Office, 1961.

Trends and Evidences	Implications
(S) There are more schools with a grade 7-9 pattern and more students in 7-9 structure than in 9-12 structure. (Table 49)	Expand program in local situation as needed.
Home Economics, when offered, is usually required for a semester at the 7th and 8th grade and elective in following years.	Work for the development of programs geared to meet the needs of boys and men.
Changes in Materials and Services Due to Advances	
(N) In 1900, there were 13,000 cars in the U.S. Today there are 83,000,000 cars for 56,000,000 people.	In family relation units, help students and families examine factors related to problems, friction and hazards that have come with the automobile age:
The U.S. Department of Commerce reported that one out of every six U.S. businesses was automotive in 1963. It is estimated that one out of every seven employed persons in the nation or about 11,600,000 held jobs directly connected with the auto industry.[1]	1. Parents are going out more and leaving young children in the care of a baby sitter or older child. 2. Increase of leisure time. 3. Use of family car and the privileges and responsibilities of its use. 4. Money and time problems related to automobiles. 5. Realization of the advantages of transportation in adding to comforts of life.
(N) More foods are available because automobiles, trucks, good roads, airplanes, and refrigeration have made it possible to have fresh foods from far away places in all seasons of the year.[1]	Help students recognize the advantages of availability of food stuffs, the economic problems related to same. Encourage use of foods when financially reasonable and see it as a way to understand other people and cultures.

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[1] 1964 World Book Year Book.

Trends and Evidences	Implications
(N) In 1963, Air Transport Association of America estimated total revenue passenger miles at 50,000,000,000, a 14 per cent rise from 1962.	Consider the impact of a "shrinking" world on the individual and family.
A Harvard Business School study predicts that by 1973, $1,200,000,000, will be the total spent on all radio advertising.[1]	Help students evaluate and discriminate between the values of various types of advertising and communication.
The total TV revenue in 1963 was, $1,500,000,000.[1]	Recognize the value of developing friendly relations among all people regardless of race, creed or differing beliefs.

SCIENTIFIC AND TECHNOLOGICAL TRENDS

Changes in Type of Work Due to Advances

(N) In 1850, one man working for an hour had few machines to aid him and produced little.	Help students relate the changes in physical demands and time demands to the total life of the individual
Machines did only 6 per cent of the work done in industry and on farms. Manpower did 15 per cent of the work, and animals, 79 per cent.	
(N) In 1964, one man working one hour could produce more than five times the 1850 level. Man did only 3 per cent of the work done in industry and on farms. Animals also did only 3 per cent, but machines did 94 per cent.[2]	
(N) 2,700,000 people are employed in the pursuit of science in the U.S.[2]	

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[1] 1964 World Book Year Book.

[2] World Book Encyclopedia, Vol. 18, page 63, 1964.

Trends and Evidences	Implications
Sound estimates are that from 76,800 to 200,000 new technicians will be needed each year, 1960-1970.	Help students see the employment opportunities at various levels require varying kinds of educational preparation. (Baccalaureate degrees or above; technical programs, terminal or degree; other vocational education programs)
In 1963, the government supported about four-fifths of the nation's total research and development.	
Private industry and institutions of higher learnings conduct continual research.	
Automation has had its greatest impact on low-skilled jobs held by workers with little education.	Help students relate educational preparation to occupational goals.
Educational television produces cultural and public information programming.[1]	Assist and/or support the development of educational programs in Home Economics.
All television and closed circuit television is used by many schools.[1]	
Telstar use in television brings first hand viewing from all parts of the world.[1]	Keep up-to-date books, periodicals and news articles in the department. Use these resource materials and others for reference, research, and evaluation.
Newspapers, books, magazines are used by more people than ever before.[1]	

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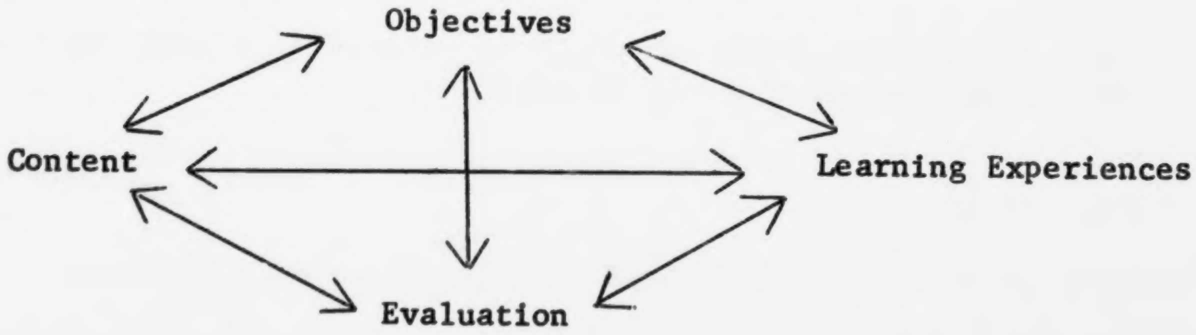
[1] World Book Year Book, 1964.

BASIC ELEMENTS OF CURRICULUM

The four basic elements of curriculum commonly identified are objectives, content, learning experiences and evaluation. The model below indicates relationships which exist among the elements. Each is related to the other three.



It is important to keep these relationships in mind for every decision made concerning one of the elements involves the others as well. "A decision made about any element out of relationship to the others is bound to be faulty, because each element of curriculum acquires meaning and substance in reference to other elements and by its place in the pattern that encompasses all others."[1]

Briefly, the relationships might be seen as follows. The objectives identify the kind of behavioral change which is desired. They identify the kind and depth of learning and the area in which the behavior is to function, the concepts with which it is concerned. The content (concepts, generalizations, value statements: subject matter) is concerned with the information and ideas necessarily involved in attaining the objective. Learning experiences or activities are designed to provide the opportunity of experiencing or dealing with the significant content in the manner and at the depth described in the objective. Evaluation exists within each of the above as appraisal of effectiveness and serves the specific function of evidencing the manner and the degree to which the student achieves the change of behavior indicated in the objectives. It can also indicate direction for further study.

When the elements are dealt with as integrated parts of a whole in the manner described above, a high degree of consistency in the learning situation can be attained. It is this consistency which helps give organization and a sense of meaning and clarity to the process.

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[1] Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace and World, Inc., 1962, p. 424.

One way to identify the kind and depth of learning involved is the use of the taxonomies of the cognitive,[1] affective[2] and psychomotor[3] domains. Charts specifying the levels in each domain are included on pages 67, 68, and 69.

Some specific features of the elements resulting from the factors discussed in the foundations of curriculum are listed below.

Objectives

--state the intended kind and depth of behavioral change and the content area in which it is to operate

--identify the behavior which the student needs to experience in the learning situation

--serve as guidelines for the focus of evaluation procedures

--deal with significant concepts

--involve various domains and levels of learning

--are in no way threatening to a student's security, self-respect or respect of others for him

--are appropriate to the readiness of the student

--are challenging to the student

--aim toward the accomplishment of the developmental tasks of the student

--are consistent with the needs and interests of students

--are determined cooperatively among those concerned, each assuming responsibility appropriate to him (teacher, student, parents, administration, advisory groups)

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[1] Bloom, Benjamin ed. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

[2] Krathwahl, Bloom, Masia. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc. 1964.

[3] Simpson, Elizabeth. The Classification of Educational Objectives, Psychomotor Domain. Vocational and Technical Education Grant No. OE5-85-104. 1966.

Content

--is comprehensive, including all areas of Home Economics, in Homemaking classes and specific in depth courses, occupational training and adult classes

--is significant to the student

--is appropriate to the student (background, readiness, concern, reality)

--is necessary to the achievement of the objectives

--is identified in relation to concepts, generalizations and value statements which are necessary to the achievement of objectives

--is necessarily delimited in quantity for attainment of quality or depth of learning

--is accurate and up-to-date

--is developed in a sequential manner

--is organized to present the structure of Home Economics

Learning Experiences

--provide experience necessary for the student to achieve the objectives

--are consistent with the behavioral change anticipated

--are appropriate to the student (background, readiness, concern, reality)

--appear necessary and significant to the student

--make use of inductive reasoning for students to "develop" generalizations and deductive reasoning for them to make applications

--encompass adequate time for students to arrive at generalizations, apply them, use reflective thinking and the problem solving method

--involves a wide variety of resources for student use

--involve the student in participation

--take individual differences into account and are adapted to students involved

--may be designed for classroom, home school or community settings

--require adequate facilities for effectiveness

Evaluation

--serve functions relating to guidance, curriculum and administration

--is comprehensive, cooperative and continuous

--helps students and teachers identify growth during the learning process --
    identified need to "re-teach"
    reinforces learning

--is consistent with the objectives, content and learning experiences

--identified the growth of the student toward the objective

--helps to determine the effectiveness of the learning situation

--serves as a basis for communicating student achievement to others

Receiving (attending, becomes aware of an idea process or thing; is willing to learn and to try a particular behavior)	Responding (makes response at first obediently, later willingly and with satisfaction)	Valuing (accepts worth of a thing, an idea or a behavior; prefers it; acts to further it as a value; develops a commitment to it)	Organization (organizes values; determines interrelationships; establishes some as dominant and pervasive)	Characterization (integrating, generalizes certain values into controlling tendencies; later integrates them into a total philosophy or world view)
				Requires organization of values
			Requires development of values	Requires development of values
		Requires a response	Requires a response	Requires a response
	Begins with attending	Begins with attending	Begins with attending	Begins with attending

LEVELS OF AFFECTIVE BEHAVIOR

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
(memory, ability to recall, to bring to mind the appropriate material)	(ability to apprehend what is being communicated and make use of the idea without relating it to other ideas or material or seeing fullest meaning)	(ability to use ideas, principles, theories in particular and concrete situations)	(ability to break down a communication into constituent parts to make organization of ideas clear)	(ability to put together parts and elements into a unified organization or whole)	(ability to judge the value of ideas, procedures, methods, etc. using appropriate criteria)
					Requires synthesis
				Requires analysis	Requires analysis
			Requires application	Requires application	Requires application
		Requires comprehension	Requires comprehension	Requires comprehension	Requires comprehension
	Requires knowledge of facts, principles, conditions, etc.	Requires knowledge	Requires knowledge	Requires knowledge	Requires knowledge

LEVELS OF COGNITIVE BEHAVIOR

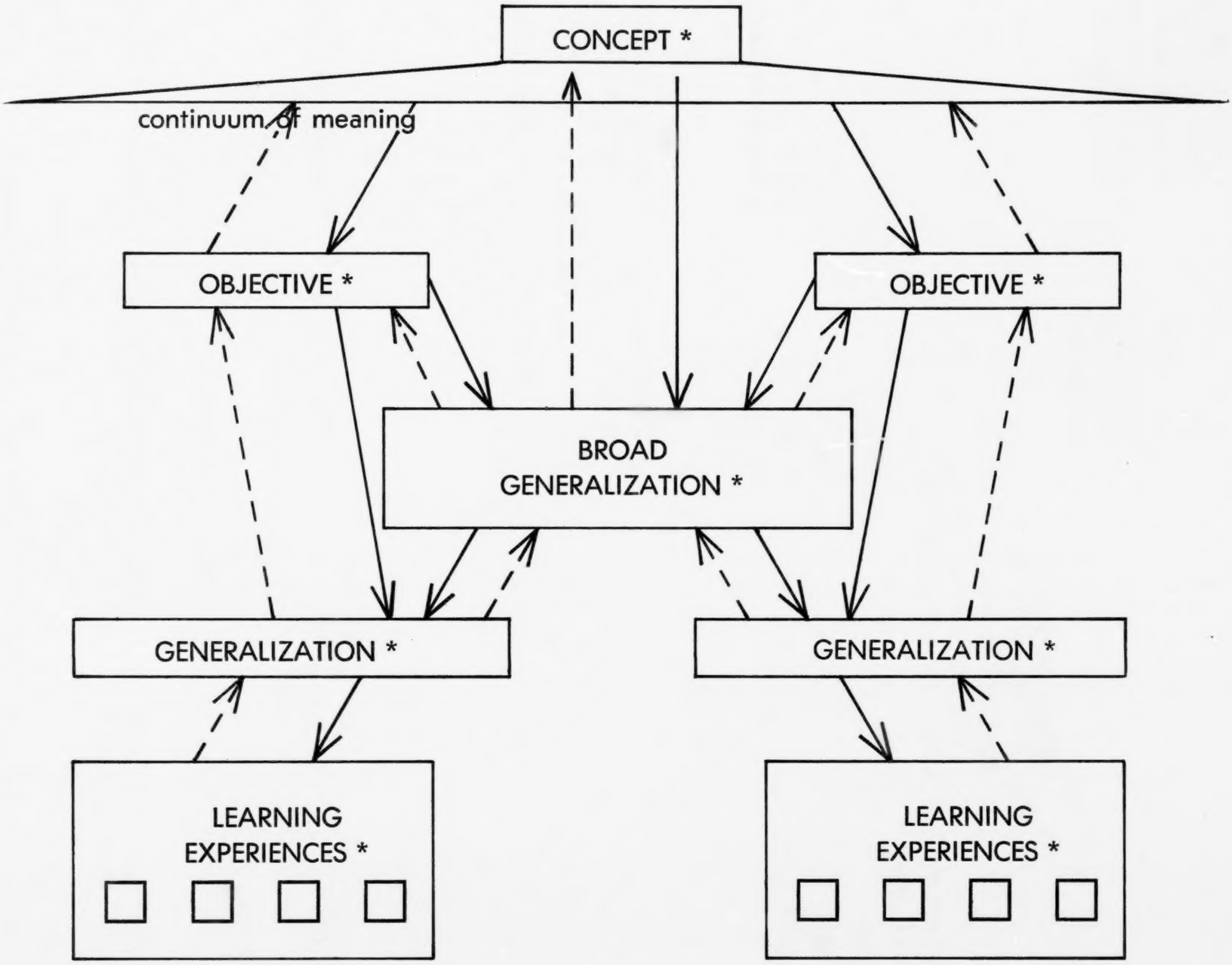
Brown, Marjorie. Home Learning Experiences. Burgess Publishing Company, Minneapolis, 1963.

Perception (Become aware through sense organs. Recognize cues, make choices, and relate to actions)	Set (Mental, physical or emotional readiness)	Guided response (Overt action by limitation and/or trial and error under supervision)	Mechanism (Habitual response)	Complex overt response (Action, performed without hesitation, leading to automatic performance)
				Requires mechanism
			Requires guided response	Requires guided response
		Requires set	Requires set	Requires set
	Requires perception	Requires perception	Requires perception	Requires perception

BEHAVIORS IN THE PSYCHOMOTOR DOMAIN

From Simpson, Elizabeth. The Classification of Objectives, Psychomotor Domain. Research Project No. OE-5-85-104, University of Illinois, Urbana, Illinois, 1966.

MODEL FOR PLANNING CURRICULUM AND TEACHING FOR CONCEPT DEVELOPMENT


CONCEPT *
continuum of meaning
OBJECTIVE *
OBJECTIVE *
BROAD GENERALIZATION *
GENERALIZATION *
GENERALIZATION *
LEARNING EXPERIENCES *
LEARNING EXPERIENCES *

* EVALUATION

LEGEND ——— PLANNING

------------ TEACHING

The preceding model helps to clarify the teaching-learning process. Though the arrows are not meant to define a rigid sequence in the processes, they do establish some concept of organization.

The solid line represents the planning process which primarily involves the teacher. First a concept area, such as "nutrition", is identified. Concepts represent a wide variation of information and attitudes which is symbolized by the continuum of meaning. A broad generalization within the concept is further chosen. From this more specific generalizations which make up the broad generalization are identified. Together with these generalizations objectives are stated which clarify the depth and kind of learning desired. (This pattern may be reversed, the objective being the first identified followed by the generalization structure)

One or more learning experiences are then designed so that the student may have experience with the content of the generalization in the manner which the the objective has clarified. The number of learning experiences will depend upon the students and the nature of the learning.

The teacher-learning process follows the dotted lines. It begins with the students in the learning experience. From this experience the student arrives at the generalization, through inductive reasoning (in his own words). He may participate in other experiences in which he applies the generalization or "tests it out" through deductive reasoning. He continues experience with the generalization until he achieves the change in behavior clarified by the objective.

After developing several related generalizations the student combines or relates them to form the broad generalization. Throughout this process his concept is continually shifting and enlarging. The structure of the content through the learning experience helps him to structure his concept to enhance retention, application and future learning.

Evaluation is an integral part of each step.

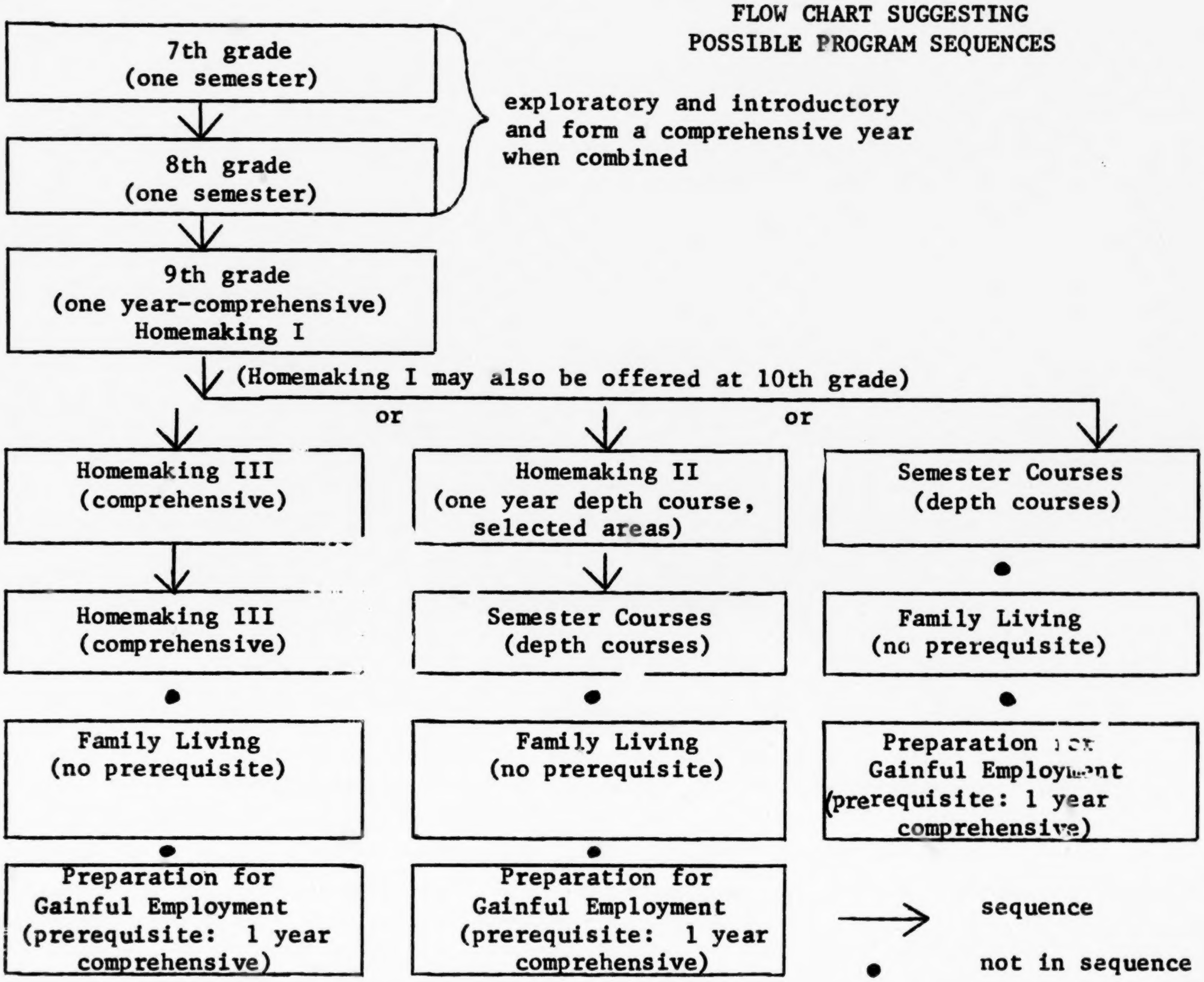
SUGGESTED STRUCTURES
FOR
CURRICULUM

HOMEMAKING
AND
OCCUPATIONAL
PROGRAMS

FOR

JUNIOR HIGH
SENIOR HIGH
OUT-OF-SCHOOL
YOUTH AND ADULTS

FLOW CHART SUGGESTING POSSIBLE PROGRAM SEQUENCES


7th grade (one semester)
8th grade (one semester)
exploratory and introductory and form a comprehensive year when combined
9th grade (one year-comprehensive) Homemaking I
(Homemaking I may also be offered at 10th grade)
or
or
Homemaking III (comprehensive)
Homemaking II (one year depth course, selected areas)
Semester Courses (depth courses)
Homemaking III (comprehensive)
Semester Courses (depth courses)
Family Living (no prerequisite)
Family Living (no prerequisite)
Family Living (no prerequisite)
Preparation for Gainful Employment (prerequisite: 1 year comprehensive)
Preparation for Gainful Employment (prerequisite: 1 year comprehensive)
Preparation for Gainful Employment (prerequisite: 1 year comprehensive)
sequence
not in sequence

OUT OF SCHOOL PROGRAMS FOR

Adult or Special Needs or Drop-Outs or Post-Secondary

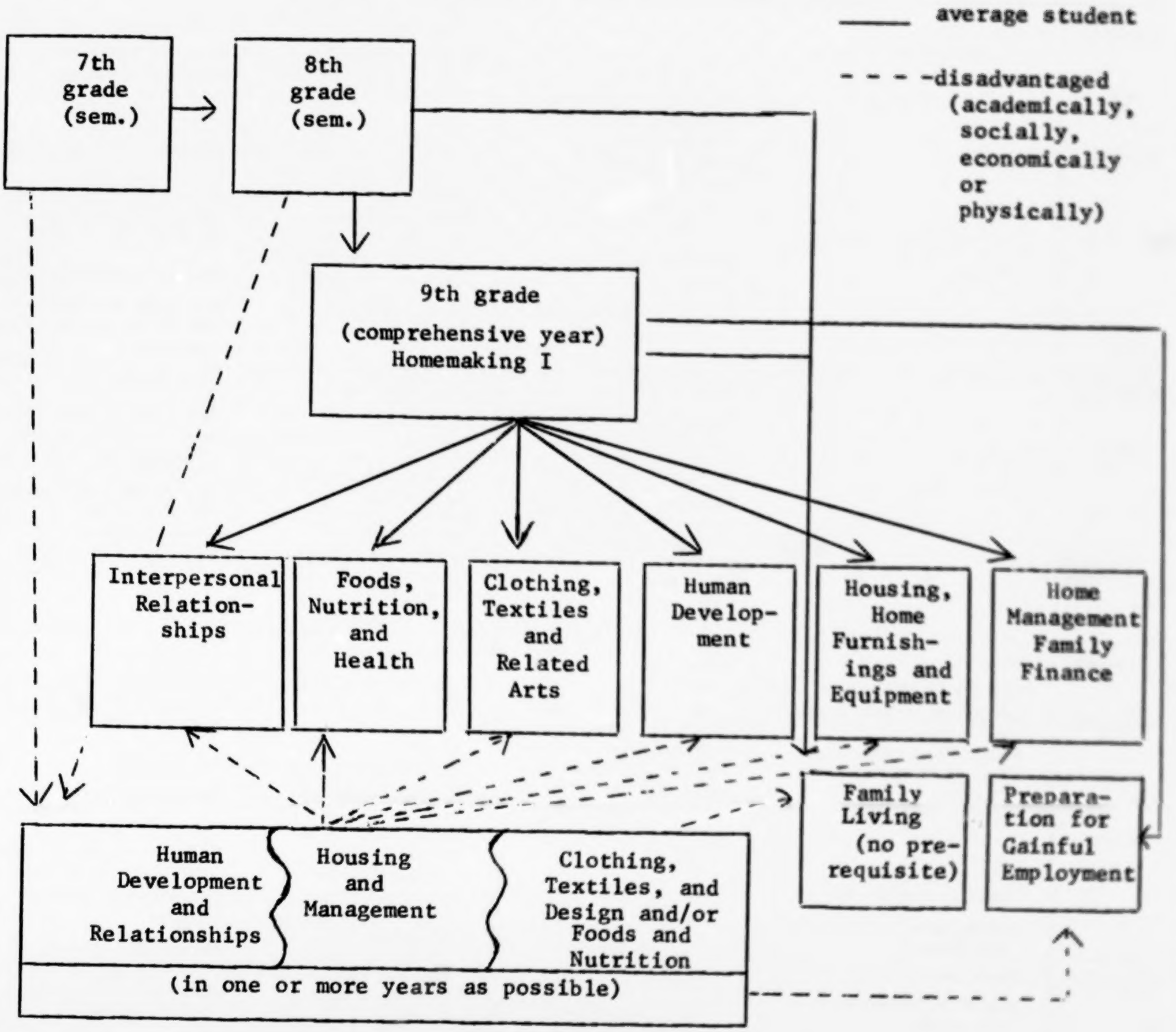
HOMEMAKING

one or a series of classes in any area of Home Economics which meets needs in the community

GAINFUL EMPLOYMENT
PREPARATORY
SUPPLEMENTARY

as job opportunity exists and as individual needs for training are recognized

FLOW CHART SUGGESTING POSSIBLE PROGRAM SEQUENCES


average student
- - - -disadvantaged (academically, socially, economically or physically)
7th grade (sem.)
8th grade (sem.)
9th grade (comprehensive year) Homemaking I
Interpersonal Relationships
Foods, Nutrition, and Health
Clothing, Textiles and Related Arts
Human Development
Housing, Home Furnishings and Equipment
Home Management Family Finance
Family Living (no prerequisite)
Preparation for Gainful Employment
Human Development and Relationships
Housing and Management
Clothing, Textiles, and Design and/or Foods and Nutrition
(in one or more years as possible)

OUT OF SCHOOL PROGRAMS

Adult or Special Needs or Drop-Outs or Post-Secondary

HOMEMAKING	GAINFUL EMPLOYMENT PREPARATORY AND SUPPLEMENTARY
ONE OR A SERIES OF CLASSES in any area of home economics which meets the needs in the community.	AS JOB OPPORTUNITY exist and as individual needs for training are recognized.

SUGGESTED SCOPE AND SEQUENCE

Area	7th Grade (1 semester)	8th Grade (1 semester)	Homemaking I 9th Grade, 1 year	Homemaking II 10th Grade, 1 year comprehensive
Clothing and Textiles		(4-4½ weeks) Clothing Selection Participating in selection of personal clothing (related to management) Fiber and Fabric Cotton and cotton blends; selection and care Grooming and clothing care Selection and use of sewing equipment	(4-4½ weeks) Social-psychological implications of dress (identity, status, feeling of well-being) Personal responsibilities for selection Fiber and fabric natural and man-made, (minimum emphasis on weaves, finishes) Use and care of sewing equipment	(3-3½ weeks) Fads and Fashions Wardrobe planning Selection of garments and accessories Textiles classifcation Selection of clothing household textiles in relation to use Case of clothing and Use, care and simple repair of sewing machine
Clothing Construction		(2½-3 weeks) Construction (may be Use of commercial pattern or torn project directions Details: straight and curved stitching, stay-stitching, darts, facings, hems; Standards	(3½-4 weeks) Construction (may be partially completed out of class) Use and alteration of pattern Details: collar, set in sleeves, machine button-holes interfacings, zippers; Standards Care of garment	(3½-4 weeks) Construction (may be omitted on partially completed as home project) Special problem based on individual competencies, construction details or fabric selection
Foods, Nutrition and Health	(5 weeks) Individual food needs in relation to health and appearance Simple food preparation such as mixes and partially prepared foods; using basic methods and basic tools Selecting, buying, storing foods used Safety and first aid in the kitchen Table manners Simple entertainment and snacks	(may have some entertainment for peers or parents in connection with another unit)	(7 weeks) Personal nutritional needs Food fads and fallacies Planning 3 meals a day Food preparation principles related to protein foods fruits, vegetables, cereals, quick breads, simple desserts, beverages (prepared foods served as whole or partial meals) Basic Table Service Selecting, buying, storing foods used	(5 weeks) Nutritional needs of family members Planning family meals Food preparation including meats, pastries, yeast bread, sugar cookery frozen dishes (prepared foods served as whole or partial meals) Selecting, buying, storing foods used Principles of food preservation
Housing		(2 weeks) Effect of surroundings on people	(3½ weeks) Application of principles of design to decorating and arrangement (focus on convenience and comfort) Family needs met through housing	(4 weeks) Elements of art applied to housing (focus on accessories and furnishings) Use and care of equipment (refrigerators, ranges, washers, driers, irons)

(Units are not in sequence within courses)

Alternate Homemaking II 10th Grade 1 year depth course	Homemaking III* 11th or 12th Grade 1 year comprehensive	Semester Courses* 10th, 11th or 12th grade	Family Living* 12th grade, boys and girls, 1-2 semesters, no prerequisite
(3 weeks) Wardrobe planning Fiber and fabrics Natural and man-made, selection and care Use, care and repair of sewing machine (6-7 weeks) Construction Details: set-in-sleeves, new zipper techniques, interfacings and linings, collar, self-trim, self-belts and/or buttons Accessorizing garment Comparison of garment to ready-made in terms of cost (time and money)	(3-4 weeks) Selecting and purchasing clothing for all family members Wardrobe for future (career, school, marriage) Remodeling, renovation, creative changes on ready to wear (2-3 weeks) Construction (partially completed out of class) Independent project requiring new learnings	(18 weeks) Wardrobe planning Section and purchase of custom and ready-made clothing Clothing for the family Fiber and fabric natural and man-made selection and care as clothing or household textiles Use and care of machine and attachments Alterations, renovations, remodeling Pattern alteration Advanced construction learning	Responsibilities of adulthood Choosing a way of life values and goals marriage singleness occupational choice leisure time Interaction among persons Roles of adult in society Human development (life cycle) Family Life Cycle Responsibilities of parenthood Physical, emotional, social, psychological development and human needs Consumer education Management principles Family finance Rights and responsibilities regarding family's money Plan for spending and saving Values and buying practices Changes in resources and spending during family life cycle Aspects of credit, protection, wills, savings, taxes, investments, legalities, social security Housing the family Physical, social and psychological aspects of housing Legal and financial aspects of housing Housing trends Feeding the Family Nutrition for physical fitness Sharing responsibilities for mealtime Creative entertaining Food in the family's spending pattern Clothing the family Socio-psychological effects of clothing (applied to all family members) Clothing in the family's spending pattern
(12 weeks) Individual differences in nutritional needs Three meals a day for the family Principles of Preservation (lab as needed; e.g. freezing) Food preparation with emphasis on meats, pastries, yeast breads (served as meals when possible) Selecting, buying, storing foods used	(5 weeks) Special nutritional needs, special diets Cultural patterns and foods Special problems including meals for two; low, medium and high cost meals; meals in limited time Selecting, buying, storing foods used Entertaining and table service	(18 weeks) Nutrition for family members Adaptation of family meals to special needs of individual Meal planning, preparation, serving, marketing Special areas: preservation, entertaining, budget meals, meals for two, serving large groups Cultural patterns and foods Comparative cost studies Management: time, energy, money	
	(6 weeks) Conditions affecting housing: Social-psychological; family needs; individual needs; status Economic; rent, buy, build, changing needs during family life cycle Construction of housing; floor plans; exterior planning Management, relationships, design principles and elements of art in selecting furnishings and room arrangements Community housing problems	(18 weeks) Physiological, psychological, social and economic aspects of housing Trends in housing (including concerns for aged and handicapped) Principles of design, elements of art applied to furnishings and arrangement Selection, use and care of housing, furnishings and equipment	

* Selection of content based on student-experiences or background may be necessary for a one semester course.

Area	7th Grade (1 semester)	8th Grade (1 semester)	Homemaking I 9th Grade, 1 year	Homemaking II 10th Grade, 1 year comprehensive
Related Art		(1 week) Color and line suitable for self (not in detail) Awareness of beauty	(1 week) Principles of Design Proportion, balance emphasis, rhythm harmony	(1 week) Elements of Art Color, line, form, shape, texture, space
Human Development	(2 weeks) Self-understanding Physical development Personal developmental tasks Individual differences (4 weeks) Understanding children's Basic needs and Developmental tasks Role of play Responsibilities of assisting with child care		(6 weeks) Basic needs of people resulting behavior Personal developmental tasks Sharing in the care of young children (play school) Understanding children's behavior patterns Developmental stages and needs and how they are met	(4 weeks) Sharing in care of young children (emphasis on Self understanding Personal role in own family at its stage in family life cycle Personal application of human needs, emphasis and acceptance and esteem
Inter-Personal Relationships	(2 weeks) Self-understanding Social growth, self-identity, personality, individual differences	(4 weeks) Understanding my family Introduction to family life cycle Social development Self improvement as a family member Developing friendships Accepting and adjusting to sex role	(4 weeks) Interaction Principles of relationships applied to friendship, dating and family Emotional and moral development goals and values self-identity	(5 weeks) Social behavior as independent-interdependent persons Personal role in family and family's role in community Family life cycles represented in community
Management and Family Economics	(1 week integrated in Foods unit) Using what we have to get what we want resources organization (2 weeks independent unit) Personal values applied to buying practices Personal money management	(1 week integrated in Clothing) Using time wisely Selection and purchase of items such as sewing supplies, underclothing, socks, stockings, shoes (2 weeks integrated in Housing) Organization and storage in relation to one's area and property Sharing, using and caring for equipment and furnishings	(2 weeks integrated in Foods) Management principles, emphasis on time, applied to lab work and home responsibilities Effects of values, standards, and goals on decision-making and problem solving. (2 weeks with Clothing) Management principles applied to lab work, emphasis on time; use of resources applied to lab work, emphasis on time; use of resources applied to lab work, emphasis on time; use of resources applied to clothing selection and purchase	(1/2 week with Foods) Apply management principles emphasis on energy, money (1/2 week with Clothing) Apply principles to wardrobe planning (1/2 week with Housing) Time and motion studies household tasks (1 week independent unit) Consumer Buying rights and responsibilities of every family member (6 weeks, independent unit) Personal Planning Values and Goals Educational and Occupational planning Pertinent issues such as teen-age marriage

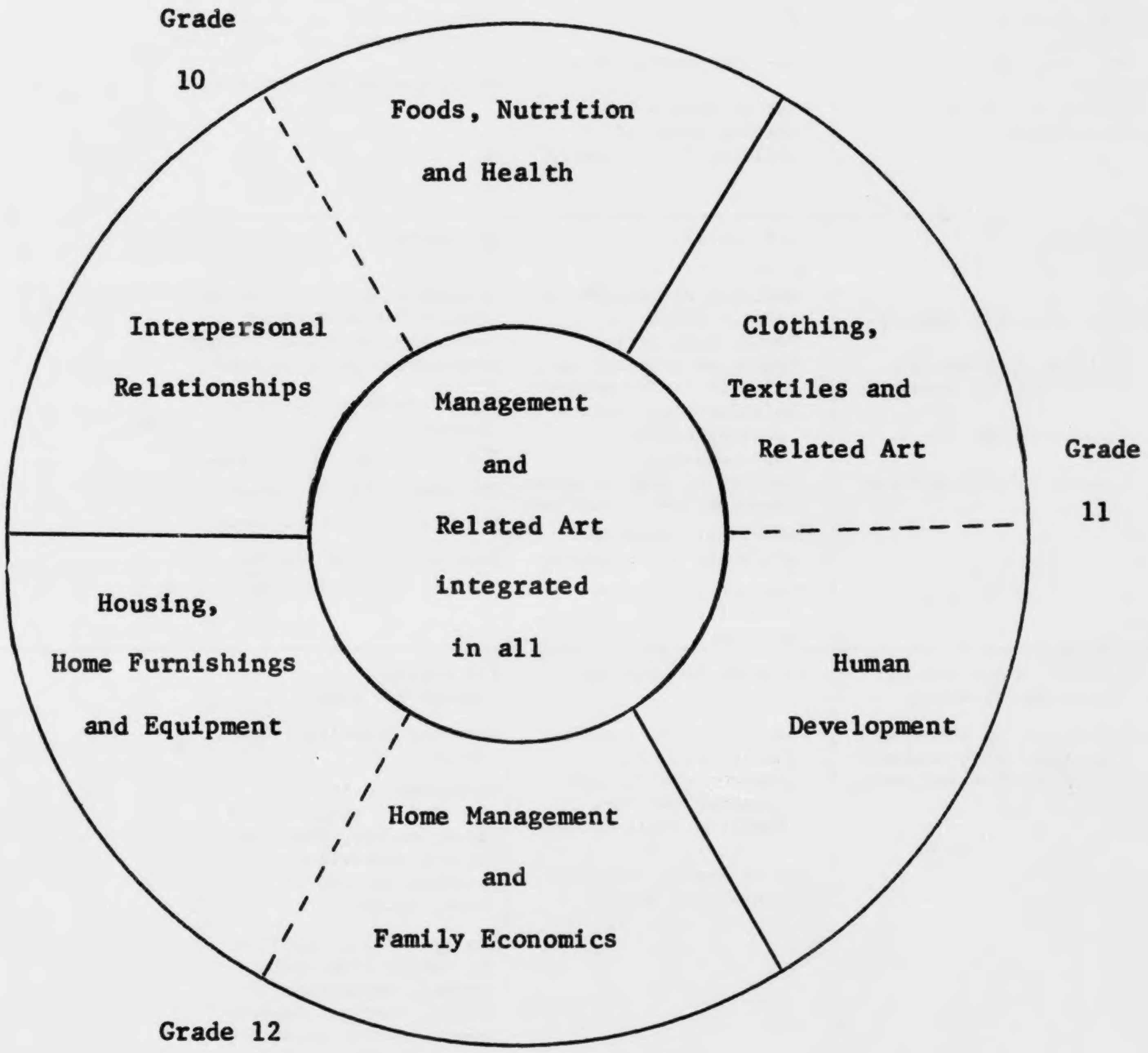
Alternate Homemaking II 10th Grade 1 year depth course	Homemaking III* 11th or 12th Grade 1 year comprehensive	Semester Courses** 10th, 11th or 12th Grade
(6 weeks) Developmental tasks of young adults Preparation for parenthood adult responsibilities for children in the family Pre- and post-natal care Infant and child development	(5-6 weeks) Developmental tasks of young adults Preparation for parenthood Adult responsibilities for children in the family Pre- and post-natal care What is involved in meeting needs of children in the family	(18 weeks) Basic human needs and developmental tasks through the life cycle and resulting behavior patterns Concerns for individuals with special needs as related to diet, housing and activities Participation in play school
(6 weeks) Family life cycle Roles of family members Family as economic and social unit in community Preparation for the future: career, school, marriage	(6-8 weeks) Universality of families Cultural differences of family life Family Life Cycle Family as a social unit Roles of family members Relationships (interaction, conflict, accommodation) Applied to family, peers, occupational situations Individual responsibility to family and community Preparation for the future: career, school, marriage	(18 weeks) Relationships of emotional physical and social needs (basis for understanding behavior, self and others) Interaction among persons Independence and interdependence The individual in the family The family in the community Varying cultural patterns Responsibilities to the larger community
(2 weeks integrated in Foods and Clothing) Application of management principles with emphasis on use of time and money	(3 weeks independent Family Finance (applied family life cycle) planning savings and spending for the family's total income Use of family resources (other than money)	(18 weeks) Values and goals Personal planning (life cycle) Management principles applied to resources of time, energy, money and talent comparison, studies applied to cost, time, motion Family finance (applied to family life cycle) credit, protection, wills, savings, investments, social security, taxes, legalities Economic influences on family from larger community

* In some communities this year should be adapted to include concepts of Home Nursing: diet (in foods); room arrangement (in housing); and basic understandings and competencies concerning care for injured or ill in the home.

** These courses are designed to follow Homemaking I. If the Homemaking II depth course is used, content will need to be adapted.

SUGGESTED PLACEMENT OF DEPTH COURSES

Offered on a Semester Basis*


Grade 10
Foods, Nutrition and Health
Interpersonal Relationships
Clothing, Textiles and Related Art
Grade 11
Management and Related Art integrated in all
Housing, Home Furnishings and Equipment
Human Development
Home Management and Family Economics
Grade 12

* Family Living may also be a semester course offered at grade 12.

See page 82 for suggestions for occupational courses

OCCUPATIONAL TRAINING
Using
The Knowledge and Skills of Home Economics

Home Economics courses are designed for persons developing competencies in home economics related occupations of less than baccalaureate degree. Preparation for job opportunities using the knowledge and skills of home economics should be interwoven with adequate offerings in the vocation of homemaking in addition to the occupational training.

Concept I

Adjustment to the world of work

Orientation to employment

Assuming responsibility in the world of work

Concept II

Management for effective living at home and on the job.

Management of Resources

Management as a means for effective living

Areas of Concern

- Guidance and care of children when homemaker works outside the home
- Management of time and energy
- Management for maintaining health, and care of the sick
- Management of food
- Provision of clothing
- Management of money
- Purchasing problems
- Planning for housing and furnishing, and care of equipment
- Planning for recreation and leisure
- Family Attitudes

Concept III

Development of competencies in specific home economics related occupations.

SUGGESTED OCCUPATIONS IN HOME ECONOMICS

Eleventh - Twelfth Grades	Thirteenth - Fourteenth Grades Post Secondary	Post Secondary and Adult	Special Needs
CHILD DEVELOPMENT			
Aide	Nursery School and Day Care Center	Nursery School and Day Care Center	Helper
Day Care Center Worker	Assistant Director	Director	
Head Start	Director	Assistant Director	
Care of Children in individual homes	Day Care Center Administration (Associate Degree, Junior College)	Head Teacher	
Childrens Ward in Hospital			
Department Store Nursery			
Recreational Programs in a City			
FOOD PREPARATION AND MANAGEMENT			
Salad	Caterer	Caterer	Bus Boy
Pastry	Supervisor Food Preparation and Management	Supervisor Food Preparation and Management	Fountain Service
Fry Cook	Nursing Homes	Nursing Homes	
Table Set-up	Day Care Centers	Small Hospital	
Sandwiches	Small Hospital	School Lunch	
Assistant to Caterer	School Lunch	Day Care Center	
Bus Boy	Restaurant		
Drug Store	Food Service Administration (Associate Degree, Junior College)		
	Dietitian Aide in hospital, cafeteria or industrial plant		
Family Cook	Family Cook	Family Cook	
	Baker	Baker	
Family Dinner Specialist	Family Dinner Specialist	Family Dinner Specialist	
Food Demonstrator	Appliance Demonstrator		
CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES			
Family Clothing Service Aide	Alterations and repairs	Vocational Dressmaking	
Drapery Aide	Power Machine Operator	Power Sewing Machine Operator	
	Draperies	Draperies	

Eleventh - Twelfth Grades	Thirteenth - Fourteenth Grades Post Secondary	Post Secondary and Adult	Special Needs
CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES, Continued			
	Upholstery Interior Decorator Assistant Assistant Designer	Upholstery Custom Sewing Industrial Pattern Design Designers' Assistant Specialist in Making Children's Clothing Milliner	
HOME MANAGEMENT AND INSTITUTIONAL SERVICES			
Housekeeping Aide Nursing Home Senior Citizens Home Fraternity, Sorority Motel Hotel Dormitory Hospital	Assistant Homemaker	Visiting Homemaker Homemakers Technician (men) Apt. House Maintenance Condominium Maintenance	
Laundry Specialist Ironer Specialized Cleaning Home Apartment			Laundry Aide Ironer Specialized Cleaning
OTHER OCCUPATIONS			
Companion to Elderly Aide in Housing Project			
HOME FURNISHINGS OR DECORATION			
Assistant to Interior Decorator Assistant to Home Appliance Demonstrator			

This is not an exhaustive list

Local communities may find other suitable occupations for the age group.

PEOPLE WITH SPECIAL NEEDS*

WHO THEY ARE

1. The Disadvantaged

   from families of low income
   members of minority ethnic group
   recent migrants
   refugees
   economically depressed

2. The Handicapped

   academically
   physically
   mentally

3. The Drop-Out and the Under-Educated

PLANNING A PROGRAM

1. Objective

   The objective to which all vocational educators should be dedicated must also apply to persons with Special Needs.

   > To help all people develop their individual interests and abilities in occupations requiring less than a Baccalaureate degree and for which there is or is expected to be an economic demand.

2. Staff

   Training programs for persons with specialized needs may include specialized staff and contacts with specialized agencies to focus attention on the integrated needs of the whole person. To help place the student after training, a job developer is important. A job developer can work with placement agencies in the community. He can also go out into the field and work with industry and business in developing new openings which he knows trainees can do.

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* Further Reading - "Youth We Haven't Served" - Barbara Kemp. H.E.W.

3. Learning experiences

Selection of learning experiences should be meaningful and within the attention span of the trainees. Several short successful learning experiences or projects will help students gain a feeling of accomplishment and achievement.

Every opportunity possible for students to earn recognition from others should be utilized. This helps to overcome the negative self image that some may have. Selection and use of many audio-visual teaching materials, repetitive experiences, continuous evaluation and planned, sequential controlled experiences should be utilized. Other approaches to learning may be: team teaching, programmed instruction field trips and on-the-job training.

There should be a close liason with employers to

(a) break down the levels of the job

(b) develop the curriculum

4. Post training follow-up

Plans for special needs trainees should continue beyond job placement to determine the effectiveness of the training and to reinforce the trainee while on the job.

OUT OF SCHOOL PROGRAMS
Suggestions

Subject Matter Areas	Vocation of Homemaking			Gainful Employment	
	Adult		Special Needs	Adult and Post Secondary	Special Needs
	(Beginning)	(Advanced)			
Foods and Nutrition	Budget Meals Short-cut meals Good nutrition for families Freezer management Meals for moderns Meals around meats	Gourmet meals Foreign foods Specialty meals	Basic food preparation Simple meals	Food trades worker school lunch assistant to dietitian hospital nursing homes day care centers	Bus boy "set-ups" Vegetable preparation Dishwashing
Child Development	Parent education Human development		Foster grandparents	Day Care Center Directors Head teacher Aide Children's Hospital Aide	Child feeding Child dressing Recreation Aide in institution
Clothing	Beginning sewing Family sewing Knitting Millinery Jiffy sewing for career girls Pattern construction	Advanced sewing Tailoring women's men	Simple garment construction Handwork	Power sewing machine operator Private dressmaking Industrial construction Custom sewing Children's clothing specizlist Industrial pattern drafting Alterations store home laundry dry cleaning	Specialized industrial construction (one step of total process) Assistant seamstress Hand presser

OUT OF SCHOOL PROGRAMS, Continued

Subject Matter Areas	Vocation of Homemaking			Gainful Employment	
	Adult		Special Needs		
	(Beginning)	(Advanced)		Adult and Post Secondary	Special Needs
Housing - Home Furnishings	Draperies Slip covers Basic home decorations Woodworking	Upholstery	Home care Accessories	Industrial construction Draperies Slip cover Assistant to interior decorator Home appliance demonstrator	Institutional cleaning (preferably one step of total job)
General Homemaking	Several areas	Depth course in selected area	Simplified homemaking tasks Specialized task for handicapped homemaker	(See other areas in this column) Visiting homemaker Executive housekeeper Hotel-Motel aide	Selected jobs geared to abilities in institutions, nursing homes, child care centers
Home Finance and Management	Consumer Education Investment a and family finance Estate planning		Financial planning with the aging, ADC mothers, etc.	Aide in Housing Project Housekeepers Aide	

APPENDIX

HOME ECONOMICS AND TODAY'S FAMILIES

We believe that the clearest new direction for home economics is to help people identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or family.

Fundamental to effective living are the competences to:

- --establish values which give meaning to personal, family and community living; select goals appropriate to these values
- --create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle
- --achieve good interpersonal relationships within the home and within the community
- --nurture the young and foster their physical, mental, and social growth and development
- --make and carry out intelligent decisions regarding the use of personal, family, and community resources
- --establish long-range goals for financial security and work toward their achievement
- --plan consumption of goods and services -- including food, clothing, and housing -- in ways that will promote values and goals established by the family
- --purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources
- --perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
- --enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure

--take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families

--develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living.[1]

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[1] AHEA "Home Economics - New Directions." 1959.

THE LEARNING PROCESS

Asahel Woodruff states that, "learning is a process of change in concepts, motor abilities, values, habits and symbolism. When these things change, they produce changes in the behavioral manifestations which we call attitudes, appreciations and loyalities. They also produce better thinking, better problem solving, democratic tendencies, and other goals with which education is so much concerned today."[1]

One example of a basic concept and supporting concepts about learning he states is:

"Our experiences with the world register within us in the form of concepts, values and feelings for things, language, skills and habits. They then become the controlling elements in determining what we try to do, and how well we do it.

1. "When through experience we get a mental picture in our minds of one of the objects or forces which make up our world, we have a concept, which immediately becomes our set for any further perception of that same thing.

2. "While concepts are forming through experience, the individual is also learning what value each of the objects and forces has for him through his impressions of how each of them affects him.

3. "As a concept forms in our minds we learn symbols for the whole concept and for each of its parts or qualities, and these symbols become part of the concept also.

4. "As we perform coordinated muscular actions we develop some degree of skill which can be raised or lowered, depending on use and practice.

5. "When we respond to a recurring situation by performing a given action time after time without variation, that response tends to become automatic or habitual."[2]

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[1] Woodruff, Asahel. Basic Concepts of Teaching. San Francisco: Chandler Publishing Co., 1961, page 123.

[2] Ibid., Chapter 5.

Hilgard[1] listed the following fourteen points of common agreement about learning:

1. "In deciding who should learn what, the capacities of the learner are very important.

2. A motivated learner acquires what he learns more readily than one who is not motivated.

3. Motivation that is too intense may be accompanied by distracting emotional states, so that excessive motivation may be less effective than moderate motivation for learning some kinds of tasks, especially those involving difficult discriminations.

4. Learning under the control of reward is usually preferable to learning under the control of punishment.

5. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

6. Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure.

7. Individuals need practice in setting realistic goals for themselves; realistic goal-setting leads to more satisfactory improvement than unrealistic goal-setting.

8. The personal history of the individual may hamper or enhance his ability to learn from a given teacher.

9. Active participation by a learner is preferable to passive reception when learning, for example, from a lecture or a motion picture.

10. Meaningful materials and meaningful tasks are learned more readily than nonsense materials and more readily than tasks not understood by the learner.

11. There is no substitute for repetitive practice in the overlearning of skills or in the memorization of unrelated facts that have to be automatized.

12. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results, aid learning.

13. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.

14. Spaced or distributed recalls are advantageous in fixing materials that are to be long retained."

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[1] Hilgard, E.R. Theories of Learning. 2nd. ed. New York: Appleton-Century Crofts. 1956. pp. 486-87.

Robert Gagne recently introduced a view about learning theories which has been accepted by many educators. He states that "each variety of learning begins with a different state of the organism and ends with a different capability for performance."[1] This view summarizes much of earlier research about learning. The eight "conditions of learning" are:

1. Signal learning (Pavlovian kind of signal responding)
2. Stimulus response learning
3. Chaining learning
4. Verbal association
5. Multiple discrimination
6. Concept learning
7. Principle learning
8. Problem solving

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[1] Gagne, Robert M. The Conditions of Learning. New York: Holt, Rinehart and Winston, Inc. 1965. p. 54. Holt, Rinehart and Winston, Inc., Publishers. With permission.

DEVELOPMENT OF CHILDREN AND YOUTH

LATER CHILDHOOD 11-13

Physical Growth

Rapid growth in long bones. Girls taller and heavier until 14. Boys broad-shouldered, deep-chested. Voice change begins. Posture poor. Unbalanced growth causes awkwardness. Girls begin to show mature development - busts, hips, calves.

Health

Rest - need 8 to 8½ hours. Apt to become overfatigued. Girls tire more easily than boys. Resistance to infection low. Minor illnesses. Finicky appetites -- reject advice on diet.

Can understand and use knowledge on sanitation and first aid.

Pimples and perspiration disturbing problems. Overeating and overactivity may indicate maladjustment. Interested in own bodies and especially in sex development and reproduction.

Emotional and Social Security Status

Want more attention. Seek status with pals and want family to recognize status with them. Want privacy for self and things.

Hide their interests and special affections. Gradual shift in interest from own sex to opposite. Shift readily from friend to friend. Responsibilities give feeling of worth. Boys lose status if they date girls. Girls begin to date and seek popularity Both boys and girls want to be like others in dress and behavior. Money for such things as cokes becomes important in maintaining group status. Seek companions with same interest.

Like group codes for living. Frequent feelings of insecurity and inferiority. Boys and girls show interest in each other through teasing, rudeness, rough play.

Achievements

Becoming more effective in group organization. Plan better than they can perform. More skill in planning use of money.

Like parliamentary proceedings--good at group discussion.

Interests and Appreciation

Group games, active games, and good performance results in pleasure in improvement or despair over inadequacies.

Girls enjoy dancing earlier than boys. Like parliamentary procedure. Like to learn how to do useful things but shirk responsibilities. Solitary hobbies develop, sometimes too expreme.

Without guidance, group activity may become undemocratic.

Interested in the drama of the past, present achievement--airplanes, movie stars, radio. Begin consciously to feel a part of own cultural setting.

EARLY ADOLESCENCE 13-14

Physical Growth

Rapid growth. Girls ahead but boys gaining. Rapid muscle development. Slumping and poor posture, due to self-consciousness and tiring. Poor coordination. Become more stable. Some grow less rapidly and worry over size. Puberty and sex impulses.

Health

Need 8½ hours sleep, but often unwilling to rest.
Need larger quantities of food.
May change eating habits. More aware of good eating habits but do not follow rules seriously. Some period of sluggishness. Some periods of intense activity. Acne and health worries. Masturbation common. Proud of sex development. Need sex education.

Emotional and Social Security Status

Want adult status in family and in own group. Try to act adult.

Conflict--want to be children where family wants them to be adults. Need more spending money to hold own. Strong allegience to group. Still shift friends rapidly, but permanent friendships begin. Cliques form on basis of interests and skills. Want to belong to a significant group. Some children become less responsible and obedient. The more mature seek opposite sex but feel insecure with them, still "show off."

Affectional activity still on friendship basis.

Achievements

Enjoy responsibilities if not too difficult. Want to do as others in group do. Begin to recognize relationship of own wants and family income. Begin to judge values. Like to earn money. Boys find more opportunity than girls. Enjoy doing things for self-improvement and forsake of achievement. Like creative activities. Learning more accuracy in comparisons and values, to use books, references, and the like. Better planning. Like to talk out problems in groups. Attention span still short.

Interests and Appreciation

Imagination shifts to the relatively true to life. Enjoy crafts, machinery. Read rapidly. Religion becomes important. Jump to conclusions. Begin to want adult companionship. With guidance, enjoy group services. See some value in cooperative activity. interested in facts about community and culture, its past, especially dramatic and adventure elements of culture.

Growing interest in science as it contributes to living.

Beginning to be interested in good manners.

MIDDLE ADOLESCENCE 14-16

Physical Growth

Boys grow rapidly and catch up with girls. Improve physical coordination. Physical stability reached about 16.

Health

Rest needs same as adults. Interested in health. Boys want to be big and strong, but resent parental suggestions. Need frequent health examinations. Big appetites and interested in right food. Acne greater worry. Really begin to understand diseases and are interested in them. Sex developments cause worry and selfconsciousness.

Emotional and Social Security Status

A period of inner conflict--need an understanding adult.

Revolt against parental authority--reject some family standards.

Eager for respect as an individual.
Recognize moral codes, but when group evades code, swing with the the group. Cling to group patterns and fear differences--

Emotional and Social Security Status, Continued.

Sensitive about weight, height, acne, nervousness, body odor. Maladjustment easily leads to delinquency. Increased desire for things. Want friends of other sex--dates on adult patterns. Girls more socially mature and date older boys. Group loyalty strong. Permanent friendships developing. Cliques develop around interests and activities.

Achievements

Eager to work and earn, preferably not for parents. Want to spend earnings in own way. Ready for increased part in family-life planning and doing. Strong desires for possessions. Choose own clothing and plan own grooming. Want adult privileges but not adult responsibilities. More ability in abstract thinking.

Becoming interested in personal tidiness.

Interests and Appreciation

Want games requiring greater skills. Boys prefer group games. Girls, too, but add single activities, such as archery. Beginning to think vaguely about marriage and careers.

Beginning to understand and be interested in attitudes and ideas of others.

Increased intellectual and aesthetic interests--not definite in choices. Absorbed in fads. More interested in the contribution of the past to culture.

More interested in environment and its possibilities.

LATER ADOLESCENCE 16-18

Physical Growth

Boys gaining in muscular strength, gradually reaching adult height and weight. High waist and hip line, broad shoulders, long arms and legs, big hands and feet. Boys begin to shave. Girls concerned over hips and breasts. Physical coordination good. Boys' and girls' maturity curves leveling off together.

Health

Unwilling to spend enough time in sleep. Frequently overdo. Danger of heart strain. Some have faint and dizzy spells, heart palpitations. Usually free from infection, but need frequent

Health, Continued

health checks. Large appetite, but girls try to keep slim. Still worried over skin, and sex, and social relationships.

Girls worry over menstrual irregularities and odor. Usually want to keep in top physical condition and see value of health checks. Question ways in which smoking, drinking may affect them. Tuberculosis a threat.

Emotional and Social Security Status

Sensitive to response of parents, but alternate in accepting and rejecting parental advice and interference. Need an adult confidant. Resent adult interference. Some reject family behavior patterns. Major desire to be independent. Frequent clashes with younger siblings. Very critical of self and others.

Very important to be acceptable to own group--girls to be popular. Want privacy at home. Concerned over their "families in the eyes of the community." Afraid of appearing peculiar or different.

More interested in personal appearance and how to make the best of selves and clothing. Differences in physical sex development affect status in group. Prestige very important. Boys must go with the right girls, indulge in vulgar language, tell obscene stories. Girls want to belong to very select group. "Money talks" stage. Concerned over vocations. Period of ardent love affairs. Want to demonstrate competence. Want personal counseling. Highly altruistic.

Achievements

May earn enough to contribute to own support. Like jobs that have good standing in community.

Beginning to plan to meet the money problem in college. Beginning to size up vocations and plan for the future. Date on the adult level. Learning to attack personal problems more directly. Building personal philosophies with basic principles. Have and express opinions on economics and social patterns--general social problems.

Reasoning ability usually good. Beginning really to understand others. The less mature seek satisfactions in reading and movies. Accept responsibilities. Recognition of importance of community to them. Well-developed hobbies.

Interests and Appreciation

Increased interest in individual sports. Boys still prefer group games. Interested in popular music and latest dance steps. Still follow adolescent fads. Increased desire for companionship, and both sexes want to develop ease in social behavior.

Beginning to think about qualities they want in a mate.

Girls like to write letters, boys to talk. Boys read on higher level than girls. Boys more mechanical-minded. Social values still on superficial level. Interested in all phases of human relationships. Want opportunities to discuss. Want to better human life.

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FORWARD

The materials assembled in this supplement to The Program Planning Guide for Home Economics Education for Colorado should prove very valuable to all persons concerned in developing their home economics education program on Colorado and nation-wide facts and statistics pertaining to family life and world of work.

We are indebted to the 1966 summer session class VE 195 at Colorado State University who, under the guidance of Mrs. Juanita Roberts, Instructor, worked tirelessly in contacting various departments and agencies for the latest data then available. These data are issued as a Supplement to the Program Planning Guide for Home Economics Education that they may be more readily kept up-to-date as changes occur.

Lucile Fee
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Home Economics Education

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TABLE 1

URBAN AND RURAL POPULATION OF THE UNITED STATES, 1910-60

Year	Total	Urban	Rural		
			Total	Nonfarm[2]	Farm[1]
1910	91,972,266	41,998,932	49,973,334	17,896,334	32,077,000
1920	105,710,620	54,157,973	51,552,647	19,578,647	31,974,000
1930	122,775,046	68,954,823	53,820,223	23,291,223	30,529,000
1940	131,669,275	74,423,702	57,245,573	26,698,573	30,547,000
1950	150,697,361	89,749,063	60,948,298	37,900,298	23,048,000
1960	178,464,236	112,531,941	65,932,295	50,297,295	15,635,000

[1] U. S. Department of Agriculture estimates

[2] Derived by subtraction

Source: U. S. Bureau of the Census. U. S. Census of Population 1960. Number of Inhabitants, U. S. Summary PC(1)-1A

TABLE 2

FACTORS IN POPULATION GROWTH (THOUSANDS OF PERSONS) IN UNITED STATES

Decade	Net population growth	Births	Deaths	Natural increase	Estimated net civilian immigration
1931-40	7,953	21,852	13,849	8,003	--50
1941-50	19,134	31,425	14,237	17,188	1,946
1951-60	27,909	40,689	15,721	24,878	8,031

Source: U. S. Department of Health, Education, and Welfare, New Directions, 1963.

TABLE 3

POPULATION GROWTH OF COLORADO

Year	Population
1950-1960	Population increased 32.4 per cent
1961	1,802,525
1961-1964	Population increased 11.5 per cent
1965	1,969,400
1966	2,005,500 (as of July 1, 1966)
1970 (estimate)	2,176,669

Source - Colorado State Department of Public Health, 1966.

TABLE 4

BIRTH AND DEATH RATES IN COLORADO, 1963-64

Residence--Colorado					Estimated Population, July 1964, 1,968,500			
	Total		White		Non-White		Total	
Race and Sex:	No.	Rate*	Male	Female	Male	Female	Male	Female
Births	40,537	20.6	19,780	18,857	987	913	20,767	19,770
Illegitimate Births	2,602	64.2	1,124	1,047	226	205	1,350	1,252
Deaths	16,400	8.3	9,077	6,830	286	207	9,363	7,037
Infant Deaths	1,033	25.5	567	387	46	33	613	420
Neonatal Deaths	764	18.8						
Fetal Deaths	2,130	52.5						

Source - Colorado State Department of Public Health, 1966.

TABLE 5

NUMBER OF BIRTHS BY AGE OF PARENTS - COLORADO RESIDENCE, 1964

Age of Mother	Total Births	Illegitimate Births	Age of Father	Total Births
Unknown	10	2	Unknown	904
12	1	1	15	8
13	5	4	16	53
14	44	34	17	223
15	135	67	18	541
16	488	151	19	938
17	1,190	229	20	1,537
18	1,689	252	21	2,140
19	2,492	280	22	2,359
20	2,920	240	23	2,544
21	3,338	247	24	2,612
22	3,192	182	25	2,604
23	2,908	152	26	2,589
24	2,768	121	27	2,392
25	2,494	70	28	2,236
26	2,264	79	29	2,097
27	2,037	75	30	1,894
28	1,840	65	31	1,652
29	1,554	60	32	1,569
30	1,383	38	33	1,439
31	1,207	25	34	1,203
32	1,093	32	35	1,066
33	1,022	35	36	921
34	864	30	37	750
35	737	23	38	750
36	597	25	39	624
37	571	20	40	547
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
39	392	8	42	399
40	281	17	43	311
41	200	7	44	241
42	136	4	45	178
43	96	4	46	184
44	65	-	47	134
45	27	2	48	116
46	14	1	49	62
47	5	1	50	68
48	2	-	51	25
49	1		52	42
50	1		53	33
			54	31
			55 and over	76
TOTAL	40,537	2,602	TOTAL	40,537
Median Age	24.7	21.2	Median Age	27.7
Mean Age	25.3	22.1	Mean Age	28.6
Per cent First Born	27.0	57.5	Oldest Father	83

Taken from: Colorado State Department of Public Health

TABLE 6

NUMBER OF BIRTHS BY AGE OF MOTHER AND LENGTH OF GESTATION
COLORADO RESIDENCE - 1964

Age	Total	Less Than 20 Weeks	20-27 Weeks	28-31 Weeks	32-35 Weeks	36 Weeks	37-39 Weeks	40 Weeks and Over	Unknown
Under 15	50	-	2	2	3	5	10	28	-
15-19	5,994	3	60	58	191	215	1,125	4,303	39
20-24	15,126	9	57	111	346	436	2,765	11,323	79
25-29	10,189	7	50	52	186	279	2,009	7,562	44
30-34	5,569	2	18	31	121	175	1,138	4,062	22
35-39	2,771	-	22	18	66	79	617	1,955	14
40-44	778	1	2	3	22	29	197	519	5
45 and over	53	-	-	1	1	4	9	36	1
Unknown	10	-	-	-	-	-	-	10	-
TOTAL	40,537	22	211	276	936	1,222	7,870	29,796	204
PER CENT	100.0	0.0	0.5	0.7	2.3	3.0	19.4	73.5	0.5

Source: Colorado State Department of Public Health.

TABLE 7

ESTIMATED ILLEGITIMATE LIVE BIRTHS IN UNITED STATES

Year	Number of births (ooo's)			Illegitimacy ratio[1]		
	Total	White	Nonwhite	Total	White	Nonwhite
1940	89.5	40.3	49.2	37.9	19.5	168.3
1941	95.7	41.9	53.8	38.1	19.0	174.5
1942	96.5	42.0	54.5	34.3	16.9	169.2
1943	98.1	42.8	55.4	33.4	16.5	162.8
1944	105.2	49.6	55.6	37.6	20.2	163.4
1945	117.4	56.4	60.9	42.9	23.6	179.3
1946	125.2	61.4	63.8	38.1	21.1	170.1
1947	131.9	60.5	71.5	35.7	18.5	168.0
1948	129.7	54.8	74.9	36.7	17.8	164.7
1949	133.2	53.5	79.7	37.4	17.3	167.5
1950	141.6	53.5	88.1	39.8	17.5	179.6
1951	146.5	52.6	93.9	39.1	16.3	182.8
1952	150.3	54.1	96.2	39.1	16.3	183.4
1953	160.8	56.6	104.2	41.2	16.9	191.1
1954	176.6	62.7	113.9	44.0	18.2	198.5
1955	183.3	64.2	119.2	45.3	18.6	202.4
1956	193.5	67.5	126.0	46.5	19.0	204.0
1957	201.7	70.8	130.9	47.4	19.6	206.7
1958	208.7	74.6	134.1	49.6	20.9	212.3
1959	220.6	79.6	141.1	52.0	22.1	218.0
1960	224.3	82.5	141.8	52.7	22.9	215.8
1961	240.2	91.1	149.1	56.3	25.3	223.4
1962	245.1	----	-----	58.8	----	-----

[1] Per 1,000 total live births

Source: U. S. Department of Health, Education, and Welfare; Public Health Service, National Vital Statistics Division; annual Vital Statistics of the United States.

TABLE 8

NUMBER OF ILLEGITIMATE BIRTHS BY AGE OF MOTHER AND LENGTH OF GESTATION
COLORADO RESIDENCE - 1964

Age	Total	Less Than 20 Weeks	20-27 Weeks	28-31 Weeks	32-35 Weeks	36 Weeks	37-39 Weeks	40 Weeks and Over	Unknown
Under 15	39	-	1	2	2	5	7	22	-
15-19	979	1	11	18	39	33	211	657	9
20-24	942	1	7	10	26	26	210	655	7
25-29	349	3	4	6	7	15	71	241	2
30-34	160	-	3	2	3	13	28	110	1
35-39	95	-	2	5	6	6	19	56	1
40-44	32	-	1	-	4	-	7	20	-
45 and Over	4	-	-	-	-	-	-	4	-
Unknown	2	-	-	-	-	-	-	2	-
TOTAL	2,602	5	29	43	87	98	553	1,767	20
PER CENT	100.0	0.0	1.1	1.7	3.4	3.8	21.3	67.9	0.8

Source: Colorado State Department of Public Health, 1966.

TABLE 9

CHANGES IN THE POPULATION OF THE UNITED STATES BY AGE: 1950-63

	Population by Age					
	July 1, 1963		April 1, 1960		April 1, 1950	
Age	Millions	Per Cent	Millions	Per Cent	Millions	Per Cent
Total (all ages)	188.5	100.0	179.3	100.0	151.3	100.0
Under 5	20.7	11.0	20.3	11.3	16.2	10.7
5-13	34.5	18.3	32.7	18.2	22.3	14.7
14-17	13.5	7.1	11.2	6.2	8.4	5.6
18-24	17.7	9.4	15.6	8.7	15.9	10.5
25-34	22.2	11.8	22.8	12.7	23.9	15.8
35-44	24.5	13.0	24.1	13.4	21.5	14.2
45-64	37.9	20.1	36.1	20.1	30.7	20.3
65 and over	17.6	9.3	16.6	9.2	12.3	8.1

	Changes by Age					
	1950-63		1960-63		1950-60	
Age	Millions	Per Cent	Millions	Per Cent	Millions	Per Cent
Total (all ages)	+37.2	+24.6	+9.2	+5.1	+28.0	+18.5
Under 5	+4.5	+27.6	+0.4	+2.0	+4.1	+25.1
5-13	+12.2	+54.9	+1.8	+5.5	+10.4	+46.9
14-17	+5.0	+59.5	+2.3	+20.8	+2.7	+32.1
18-24	+1.8	+11.4	+2.1	+13.7	- .3	-2.0
25-34	-1.7	-7.2	-.7	-2.9	-1.1	-4.4
35-44	+3.0	+13.8	+.4	+1.7	+2.5	+11.8
45-64	+7.1	+23.2	+1.8	+5.0	+5.3	+17.4
65 and over	+5.3	+42.9	+1.0	+6.1	+4.3	+34.7

TABLE 10

POPULATION PROJECTION OF THE STATE OF COLORADO, BY SEX AND FIVE-YEAR AGE GROUPS, FOR 1960, 1965 and 1970

The table below shows a projection of the population of the state of Colorado, by sex and five-year age groups, from 1960 to 1970.

The projections for 1965 and 1970 are made by reducing each age group by its annual mortality rate, and by adding to each age group its share of estimated annual migration. Mortality rates range from less than one per thousand, for ages 2 through 17, to 8 per thousand at age 50, and to 100 or more per thousand after age 85.

The substantial numbers in age-group 15 to 25 are due primarily to the high birth rates during the period 1946 to 1960. Also, age-groups 15 to 25 include an allowance of eight to ten thousand additional persons who are expected as non-resident college students. Non-resident college students were counted by the Census in 1950 and 1960 as a part of the resident population. Hence, in each succeeding year of the projection, certain allowances must be added to the census count of persons reaching age 18, in order to make the age group 18-25 comparable with 1960 figures.

The projection shown in the chart is conservative. Actual future population counts may exceed these estimates.

Age	Total 1960	Male	Female	Male	Female
TOTAL	1,753,947	870,349	883,598	49.6	50.4
Under 5	209,097	106,710	102,387	51.0	49.0
5 to 9	193,789	98,253	95,536	50.7	49.3
10 to 14	166,929	84,762	82,167	50.8	49.2
15 to 19	131,581	67,500	64,081	51.3	48.7
20 to 24	111,748	55,347	56,401	49.5	50.5
25 to 29	112,129	54,842	57,287	48.9	51.1
30 to 34	120,330	59,460	60,870	49.4	50.6
35 to 39	121,460	59,595	61,865	49.1	50.9
40 to 44	109,974	54,908	55,066	49.9	50.1
45 to 49	99,713	49,701	50,012	49.8	50.2
50 to 54	86,266	42,622	43,644	49.4	50.6
55 to 59	73,922	36,402	37,520	49.2	50.8
60 to 64	61,744	29,485	32,259	47.8	52.2
65 to 69	55,478	26,167	29,311	47.2	52.8
70 to 74	44,273	20,624	23,649	46.6	53.4
75 to 79	30,073	13,291	16,782	44.2	55.8
80 to 84	15,864	6,882	8,982	43.4	56.6
85 to 89	7,272	2,986	4,286	41.1	58.9
90 to 94	1,925	672	1,253	34.9	65.1
95 to 99	320	107	213	33.4	66.6
100 and over	60	33	27	55.0	45.0

Age	Total 1960	Male	Female	Male	Female
TOTAL	1,969,000	977,841	991,159	49.7	50.3
Under 5	208,123	106,143	101,980	51.0	49.0
5 to 9	222,497	112,806	109,691	50.7	49.3
10 to 14	208,517	105,927	102,590	50.8	49.2
15 to 19	181,936	93,333	88,603	51.3	48.7
20 to 24	133,104	65,886	67,218	49.5	50.5
25 to 29	118,928	58,156	60,772	48.9	51.1
30 to 34	119,321	58,945	60,376	49.4	50.6
35 to 39	126,804	62,261	64,543	49.1	50.9
40 to 44	126,016	62,882	63,134	49.9	50.1
45 to 49	110,855	55,206	55,649	49.8	50.2
50 to 54	98,844	48,829	50,015	49.4	50.6
55 to 59	82,304	40,494	41,810	49.2	50.8
60 to 64	68,718	32,847	35,871	47.8	52.2
65 to 69	53,754	25,372	28,382	47.2	52.8
70 to 74	45,681	21,287	24,394	46.6	53.4
75 to 79	33,473	14,795	18,678	44.2	55.8
80 to 84	19,296	8,374	10,922	43.4	56.6
85 to 89	8,231	3,383	4,848	41.1	58.9
90 to 94	2,177	760	1,417	34.9	65.1
95 to 99	356	119	237	33.4	66.6
100 and over	65	36	29	55.0	45.0

Age	Total 1970	Male	Female	Male	Female
TOTAL	2,129,100	1,056,852	1,073,248	49.6	50.4
Under 5	194,387	99,137	95,250	51.0	49.0
10 to 14	211,207	107,082	104,125	50.7	49.3
15 to 19	226,749	115,188	111,561	50.8	49.2
20 to 24	218,233	111,954	106,279	51.3	48.7
25 to 29	183,954	91,057	92,897	49.5	50.5
30 to 34	137,327	67,153	70,174	48.9	51.1
35 to 39	124,127	61,319	62,808	49.4	50.6
40 to 44	122,636	60,214	62,422	49.1	50.9
45 to 49	128,811	64,277	64,534	49.9	50.1
50 to 54	125,830	62,663	63,167	49.8	50.2
55 to 59	108,797	53,746	55,051	49.4	50.6
60 to 64	94,958	46,719	48,239	49.2	50.8
65 to 69	76,222	36,434	39,788	47.8	52.2
70 to 74	60,466	28,540	31,926	47.2	52.8
75 to 79	46,627	21,728	24,899	46.6	53.4
80 to 84	34,917	15,433	19,484	44.2	55.8
85 to 89	20,865	9,055	11,810	43.4	56.6
90 to 94	9,871	4,057	5,814	41.1	58.9
95 to 99	2,611	911	1,700	34.9	65.1
100 and over	428	143	285	33.4	66.6

Source: 1960 = Census Bureau, U. S. Department of Commerce
1965-1970 = State Budget Office
Colorado State Department of Public Health

TABLE 11

PROJECTION OF THE POPULATION OF THE STATE OF COLORADO BY AGE GROUPS FOR YEARS 1980 THROUGH 2020

The table below shows the projection of Colorado population, by age groups, for the year 1980 through 2020.

The projection is based upon an estimate of birth rates of 18 to 21 per thousand of total population and a continuation of the present migration rates until 1970.

The migration rate is raised for the years after 1970, to show the effect of increased mineral and industrial development. Actual population counts in the future could logically range from somewhat lower figures, to much higher figures than shown in the projection.

Age	1980	1990	2000	2010	2020
TOTAL	2,673,400	3,260,400	3,952,900	4,635,300	5,381,800
Under 6	312,788	358,645	491,007	486,707	565,089
6 to 17	561,414	694,465	798,486	899,248	1,044,069
18 to 24	328,828	352,123	446,678	495,977	575,853
25 to 64	1,205,703	1,519,346	1,905,298	2,317,650	2,690,900
65 and over	264,667	335,821	383,431	435,718	505,889

Source: 1980 - 2020 = State Budget Office

TABLE 12

PER CENT OF STATE'S POPULATION IN 1960 BORN IN ANOTHER STATE

Region and State	Per Cent	Rank	Region and State	Per Cent	Rank	Region and State	Per Cent	Rank
UNITED STATES	26.4	--	West North Central	23.1	--	West South Central	22.1	--
			Minnesota	19.4	37	Arkansas	21.8	32
			Iowa	17.5	38	Louisiana	16.1	40
New England	20.7	--	Missouri	24.4	26	Oklahoma	34.2	16
Maine	14.9	46	North Dakota	20.6	35	Texas	21.3	34
New Hampshire	31.4	19	South Dakota	25.9	22			
Vermont	21.4	33	Nebraska	23.9	27-28	Mountain	46.5	--
Massachusetts	15.7	41	Kansas	32.4		Montana	38.6	14
Rhode Island	23.1	30	South Atlantic	29.0	--	Idaho	44.3	12
Connecticut	29.6	20	Delaware	39.7	13	Wyoming	54.5	5
			Maryland	36.3	15	Colorado	48.4	9
Middle Atlantic	17.1	--	Dist. of Columbia	54.3	6	Arizona	58.8	3
New York	15.3	43-44	Virginia	28.2	21	Utah	23.3	29
Pennsylvania	12.1	51	North Carolina	13.9	47	New Mexico	46.1	11
New Jersey	31.9	18	South Carolina	15.3	43-44			
			Georgia	16.9	39	Pacific	50.7	--
East North Central	23.9	--	Florida	57.4	4	Washington	47.0	10
Ohio	25.2	25	East South Central	15.2		Oregon	50.0	8
Indiana	26.7	23	Kentucky	13.3	48-49	California	52.3	7
Illinois	23.9	27-28	Tennessee	20.3	36	Alaska	63.8	2
Michigan	25.3	24	Alabama	13.3	48-49	Hawaii	22.9	31
Wisconsin	15.5	42	Mississippi	12.3	50			

Source: U. S. Bureau of the Census. U. S. Census of Population 1960, State of Birth, Final Report PC(2)-2A.

TABLE 13

MOBILITY IN COLORADO BY RESIDENCE

Residence - State 1955-1960	Total	Urban in SMSA Central Cities	Urban in SMSA Other Urban	Urban in SMSA Rural Non-Farm	Urban in SMSA Rural Farm	Total	Outside SMSA Urban	Outside SMSA Rural Non-Farm	Outside SMSA Rural Farm
Same house - 5 years	390,200	246,041	110,600	23,485	10,074	233,360	75,535	43,824	64,001
Different House in U.S.	615,370	313,369	243,074	54,120	4,807	258,243	111,629	112,659	33,955
Same County	261,767	179,910	62,273	17,137	2,447	134,303	55,811	58,763	19,729
Different County	353,603	133,459	180,801	36,983	2,360	123,940	55,818	53,896	14,226
Same State	134,957	39,614	81,576	12,322	1,445	61,586	26,288	27,315	7,983
Different State	218,646	93,845	99,225	24,661	915	62,354	29,530	26,581	6,243
Abroad	21,294	9,447	7,966	3,830	51	2,548	1,451	859	238
Moved 1955 Residence Not Reported	19,588	15,054	2,939	1,509	86	4,247	1,855	2,017	375

Source: SMSA - Standard Metro Statistical Area: 1960.

TABLE 14

URBAN AND RURAL HOMES IN COLORADO - 1960

Area	Total Number	Median Number of Persons	Occupied Housing Units						
			Per Cent					Owner Median Value Dollars	Renter Median Gross Rent Dollars
			With 1.01 or More Persons Per Room	Moved in 1959-1960	Non-White Occupied	Owner Occupied	Renter Occupied		
State	529,419	2.9	11.6	40.2	2.7	63.8	36.2	12,300	72
Urban	399,243	2.8	9.9	41.7	3.2	62.6	37.4	12,900	74
Rural	130,176	3.2	16.6	35.7	1.1	67.2	32.8	8,100	65
Non-Farm	95,629	3.1	17.4	40.8	1.2	66.7	33.3	8,100	65
Occupied Farm	35,547	3.5	14.6	21.7	1.0	68.8	31.2	---	--

Source: SMSA (Standard Metro Statistical Area.

TABLE 15

PER CENT EVER-MARRIED, BY SEX, AGE 14 AND OLDER FOR THE UNITED STATES - 1900-60

Year	Males	Females
1900	58.0	66.7
1910	59.6	68.2
1920	63.1	70.6
1930	64.2	71.6
1940	65.2	72.4
1950	73.6	80.0
1960	75.1	81.0

Source: U. S. Bureau of the Census. U.S. Census of Population 1960. Detailed Characteristics, U.S. Summary, Final Report PC(1)-1D.

TABLE 16

MEDIAN AGE AT FIRST MARRIAGE, BY SEX, FOR THE UNITED STATES, 1900-60.

Year	Males	Females
1900	25.9	21.9
1910	25.1	21.6
1920	24.6	21.2
1930	24.3	21.3
1940	24.3	21.5
1950	22.8	20.3
1960	22.7	20.3

Source: U. S. Bureau of the Census. Current Population Reports, Series P-20, No. 122.

TABLE 17

MARITAL STATUS FOR COLORADO - 1940-1960

Marital Status Color and Sex	General Population Characteristics 1960										
		Urban					Rural				
		Urbanized Areas			Other Urban						
	Total	Total	Central Cities	Urban Fringe	Places 10,000 or More	Places of 2500-10,000	Total	Places 1,000-2,500	Other	1950 Total	1940 Total
Male, 14 years or over	594,842	432,336	222,196	111,273	53,541	45,326	162,506	21,709	140,797	482,859	433,227
Single	144,686	101,303	52,637	22,277	16,520	9,869	43,383	4,826	38,557	125,145	142,829
Married	414,228	304,001	152,384	84,972	34,247	32,398	110,227	15,458	94,769	325,949	261,755
Separated	4,622	3,403	1,783	865	373	382	1,219	186	1,033	5,545	Not available
Widowed	18,985	13,727	8,229	1,976	1,764	1,758	5,258	914	4,344	19,190	20,096
Divorced	16,943	13,305	8,946	2,048	1,010	1,301	3,638	511	3,127	12,575	8,347
Female, 14 years or over	618,527	470,302	252,963	112,073	57,640	47,626	148,225	22,324	125,901	491,435	421,889
Single	109,510	85,670	47,977	16,433	13,718	7,543	23,840	3,404	20,436	88,825	102,404
Married	417,785	308,567	156,363	85,294	34,633	32,273	109,218	15,542	93,676	329,865	260,058
Separated	8,456	7,281	4,962	1,069	666	626	1,175	246	929	6,745	Not available
Widowed	69,260	56,327	36,427	7,020	7,441	6,529	12,933	3,010	9,923	58,040	49,661
Divorced	21,972	19,738	13,304	3,310	1,823	1,281	2,234	368	1,866	14,705	9,766

TABLE 18

PER CENT OF HOUSEHOLDS WITH FEMALE HEADS IN UNITED STATES

Year	Per Cent
1900	12.1
1930	12.6
1940	15.0
1950	14.9
1960	18.1

Source: U. S. Bureau of the Census: Historical Statistics Colonial Times to 1957. Series A-255-263. Selected Characteristics of Households: 1790-1957. U. S. Bureau of the Census, Current Population Reports Series P-20, No. 106.

TABLE 19

DIVORCES INVOLVING CHILDREN IN UNITED STATES

Year	Per cent of divorces with children involved	Ratio of children per divorce
1953	45.5	0.85
1954	47.8	.90
1955	48.1	.92
1956	48.9	.95
1957	50.9	1.00
1958	55.1	----
1959	59.1	----
1960	57.0	1.18

Sources: Department of Health, Education, and Welfare, National Office of Vital Statistics, Vital Statistics of the U.S., 1959 Section 2: "Marriage and Divorce Statistics 2-14." U. S. Department of Health, Education, and Welfare, HEW Indicators, September 1963.

TABLE 20

GROSS NATIONAL PRODUCT, DISPOSABLE PERSONAL INCOME, AND PERSONAL CONSUMPTION EXPENDITURES

(Billions of Dollars)

Period	Gross national product		National income	Personal income	Personal consumption expenditures	Disposable personal income		
	Current dollars	1963 dollars[1]				Total	Current dollars	1963 dollars[2]
1940	100.6	242.0	81.6	78.7	71.9	76.1	576	1,309
1950	284.6	374.0	241.9	228.5	195.0	207.7	1,369	1,720
1953	365.4	440.1	305.6	288.3	232.6	252.5	1,582	1,806
1955	397.5	464.9	330.2	310.2	256.9	274.4	1,660	1,870
1956	419.2	474.7	350.8	332.9	269.9	292.9	1,741	1,928
1957	442.8	483.9	366.9	351.4	285.2	308.8	1,803	1,941
1958	444.5	476.7	367.4	360.3	293.2	317.9	1,825	1,928
1959	482.7	508.4	400.5	383.9	313.5	337.1	1,904	1,987
1960	502.6	521.3	414.5	401.3	328.2	349.9	1,937	1,903
1961	518.2	531.2	426.1	417.4	336.8	364.4	1,983	2,028
1962	554.9	563.6	453.7	442.1	355.4	384.4	2,060	2,087
1963 (p)	585.0	585.0	478.4	463.0	373.2	402.6	2,127	2,127

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[1] Approximate conversion by major components using implicit price indexes of the Department of Commerce series in 1954 prices to a 1963 base.

[2] Dollar estimates in current prices divided by the implicit deflator for personal consumption expenditures on a 1963 base.

TABLE 20, Continued

Period	Gross national product Current dollars	Gross national product 1963 dollars	National income	Personal income	Personal consumption expenditures	Disposable personal income Total	Disposable personal income Current	Disposable personal income 1963 dollars
1961:								
3d qt.	521.9	534.5	429.0	420.2	337.9	367.2	1,994	2,037
4th qt.	537.8	549.5	441.0	428.0	343.8	373.1	2,017	2,056
1962:								
1st qt.	544.5	555.2	444.7	433.5	348.8	377.3	2,033	2,067
2d qt.	552.4	562.2	452.4	440.7	352.9	382.7	2,055	2,085
3d qt.	556.8	564.6	455.5	444.5	356.7	386.5	2,067	2,091
4th qt.	565.2	571.4	462.2	449.9	362.9	391.4	2,085	2,101
1963:								
1st qt.	571.8	575.7	466.7	453.9	367.4	394.5	2,094	2,101
2d qt.	579.6	580.8	474.6	459.9	370.4	400.0	2,117	2,118
3d qt.(p)	588.7	587.5	482.0	465.2	374.9	404.4	2,132	2,127
4th qt.(p)	600.0	595.7	-----	473.00	380.0	411.3	2,160	2,148

Source: U. S. Department of Commerce, Office of Business Economics: Survey of Current Business and Supplement, U. S. Income and Output (1958), which explains conversion of estimates in current prices. National Income, 1954 edition, contains definitions and statistical tabulations. Council of Economic Advisers, Economic Report of the President, and Economic Indicators.

TABLE 21

MEDIAN FAMILY INCOME BY COLOR FOR THE UNITED STATES
(Current dollars)

Year	Families		
	All	White	Nonwhite
1950	$3,319	$3,445	$1,869
1951	3,709	3,859	2,032
1952	3,890	4,114	2,338
1953	4,233	4,392	2,461
1954	4,173	4,339	2,410
1955	4,421	4,605	2,549
1956	4,783	4,993	2,628
1957	4,971	5,166	2,764
1958	5,087	5,300	2,711
1959	5,417	5,643	2,917
1960	5,620	5,835	3,233
1961	5,737	5,981	3,191
1962	5,956	6,237	3,330

Source: U. S. Bureau of the Census. Current Population Reports, Series P-60, No. 41.

TABLE 22

INCOME IN 1959 OF HUSBAND-WIFE FAMILIES, HEAD AN EARNER, TWO CHILDREN UNDER 18, BY COLOR, FOR THE UNITED STATES, URBAN AND RURAL: 1960

	Total			
Total money income	United States	Urban	Rural nonfarm	Rural farm
Total	6,210,466	4,472,397	1,388,530	349,539
Under $1,000	85,276	27,848	27,146	30,282
$1,000 to $1,999	165,461	69,682	52,737	43,042
$2,000 to $2,999	326,640	160,695	106,059	59,886
$3,000 to $3,999	538,286	315,228	169,724	53,334
$4,000 to $4,999	783,843	518,754	221,330	43,759
$5,000 to $5,999	1,020,403	743,633	241,452	35,318
$6,000 to $6,999	899,410	600,381	184,748	24,281
$7,000 to $7,999	688,789	546,239	126,139	16,411
$8,000 to $8,999	488,110	393,534	82,840	11,736
$9,000 to $9,999	324,164	266,019	51,160	6,985
$10,000 to $14,999	617,096	510,638	90,209	16,249
$15,000 to $24,999	192,005	160,718	25,264	6,023
$25,000 and over	80,983	69,028	9,722	2,233
Median income	$6,206	$6,580	$5,486	$3,779

TABLE 22, Continued

Total money income	White			
	United States	Urban	Rural nonfarm	Rural farm
Total	5,920,345	4,235,772	1,346,802	337,771
Under $1,000	68,141	21,536	21,119	25,486
$1,000 to $1,999	137,056	53,544	43,835	39,677
$2,000 to $2,999	281,055	125,901	96,858	58,296
$3,000 to $3,999	488,546	272,510	163,392	52,644
$4,000 to $4,999	739,974	479,610	217,031	43,333
$5,000 to $5,999	985,001	711,138	238,826	35,037
$6,000 to $6,999	876,110	668,728	183,263	24,119
$7,000 to $7,999	673,472	532,090	125,090	16,292
$8,000 to $8,999	477,338	383,495	82,194	11,649
$9,000 to $9,999	316,936	259,316	50,740	6,880
$10,000 to $14,999	606,310	500,472	89,652	16,186
$15,000 to $24,999	190,066	158,977	25,133	5,956
$25,000 and over	80,340	68,455	9,669	2,216
Median income	$6,297	$6,678	$5,549	$3,863

TABLE 22, Continued

	Nonwhite			
Total money income	United States	Urban	Rural nonfarm	Rural farm
Total	290,121	236,625	41,728	11,768
Under $1,000	17,121	6,312	6,027	4,796
$1,000 to $1,999	28,405	16,138	8,902	3,365
$2,000 to $2,999	45,585	34,794	9,201	1,590
$3,000 to $3,999	49,740	42,718	6,332	690
$4,000 to $4,999	43,869	39,144	4,299	426
$5,000 to $5,999	35,402	32,495	2,626	281
$6,000 to $6,999	23,300	21,653	1,485	162
$7,000 to $7,999	15,317	14,149	1,049	119
$8,000 to $8,999	10,772	10,039	646	87
$9,000 to $9,999	7,228	6,703	420	105
$10,000 to $14,999	10,786	10,166	557	63
$15,000 to $24,999	1,939	1,741	131	67
$25,000 and over	643	573	53	17
Median income	$4,096	$4,469	$2,645	$1,323

Source: U. S. Bureau of the Census. Census of Population: 1960. General Social and Economic Characteristics, U. S. Summary. Final Report PC(1)-1C.

TABLE 23

FAMILIES BY TOTAL MONEY INCOME IN CONSTANT DOLLARS FOR THE UNITED STATES BY REGIONS: 1953-62

(In 1962 dollars)

Total money income	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953
NORTHEAST										
Per cent	100	100	100	100	100	100	100	100	100	100
Under $3,000	13	15	14	15	15	15	15	17	19	17
$3,000 to $4,999	18	19	19	21	23	22	23	28	29	30
$5,000 to $6,999	24	23	26	26	27	28	27	26	25	26
$7,000 to $9,999	24	23	23	23	21	22	22	19	18	18
$10,000 to $14,000	15	14	13	11	10	10	10	8	7	7
$15,000 and over	6	6	5	4	4	3	3	2	2	2
Median income	$6,577	$6,341	$6,246	$6,041	$5,843	$5,865	$5,912	$5,366	$5,177	$5,211
Index (1953=100)	126	122	120	116	112	113	113	103	99	100
NORTH CENTRAL										
Per cent	100	100	100	100	100	100	100	100	100	100
Under $3,000	17	19	20	20	20	20	19	22	24	21
$3,000 to $4,999	18	19	19	20	24	23	22	23	27	27
$5,000 to $6,999	23	24	23	25	25	25	25	25	24	26
$7,000 to $9,999	23	22	23	21	19	20	21	19	16	17
$10,000 to $14,999	14	12	11	10	9	9	9	8	7	7
$15,000 and over	5	4	4	4	3	3	4	3	2	2
Median income	$6,250	$5,927	$5,935	$5,752	$5,396	$5,534	$5,694	$5,387	$4,933	$5,207
Index (1953=100)	120	114	114	110	104	106	109	103	95	100

TABLE 23, Continued

Total money income	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953
SOUTH										
Per cent	100	100	100	100	100	100	100	100	100	100
Under $3,000	32	33	32	33	35	35	35	36	40	41
$3,000 to $4,999	23	23	23	22	23	24	25	26	26	26
$5,000 to $6,999	20	18	20	20	20	21	19	18	16	18
$7,000 to $9,999	15	15	15	15	14	13	14	13	11	10
$10,000 to $14,999	7	7	7	7	6	6	5	5	5	4
$15,000 and over	3	4	3	3	2	1	2	2	2	1
Median income	$4,627	$4,467	$4,493	$4,525	$4,293	$4,231	$4,172	$4,053	$3,753	$3,748
Index (1953=100)	123	119	120	121	115	113	111	108	100	100
WEST										
Per cent	100	100	100	100	100	100	100	100	100	100
Under $3,000	15	14	13	15	17	17	17	20	23	22
$3,000 to $4,999	17	15	17	19	20	21	22	24	26	25
$5,000 to $6,999	21	21	23	23	24	25	25	25	24	25
$7,000 to $9,999	23	27	25	24	23	24	22	20	17	17
$10,000 to $14,999	18	16	16	14	12	10	10	8	7	8
$15,000 and over	6	7	6	5	4	3	4	3	3	3
Median income	$6,743	$6,998	$6,719	$6,416	$5,954	$5,894	$5,834	$5,452	$5,046	$5,224
Index (1953= 100)	129	134	129	123	114	113	112	104	97	100

Source: U. S. Bureau of the Census. Current Population Reports, Series P-60, No. 41.

TABLE 24

TOTAL INCOME, 1947 AND 1950 TO 1962: PERSONS 14 YEARS OLD AND OVER BY TOTAL MONEY INCOME, BY SEX, FOR THE UNITED STATES

(Per cent not shown where less than 0.1)

Total money income and sex	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	1947
BOTH SEXES														
Per cent total persons	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Per cent with income	73.7	73.6	73.0	71.8	71.6	71.4	71.1	69.9	68.4	67.9	68.0	65.9	66.0	63.6
Per cent without income	26.3	26.4	27.0	28.2	28.4	28.6	28.9	30.1	32.6	32.1	32.0	34.1	34.0	36.4
Per cent with income	100	100	100	100	100	100	100	100	100	100	100	100	100	100
$1 to $499 or less	14.7	15.6	15.7	16.6	16.2	16.3	16.4	15.8	15.9	15.5	16.4	18.6	18.6	16.6
$500 to $999	11.0	11.7	12.0	12.0	11.8	12.3	12.5	12.8	12.9	12.4	12.0	12.4	13.1	13.8
$1,000 to $1,499	8.8	8.4	8.2	8.1	8.3	8.2	8.0	8.7	8.7	8.2	8.5	8.4	9.2	12.3
$1,500 to $1,999	6.2	6.1	6.0	6.5	6.7	6.7	6.8	7.0	7.9	7.5	8.3	8.8	9.7	12.7
$2,000 to $2,499	6.3	6.3	6.6	6.6	6.9	7.3	7.4	7.9	7.8	8.8	9.1	10.1	11.5	13.4
$2,500 to $2,999	4.8	4.9	5.2	5.3	5.5	5.6	6.1	6.3	7.3	7.4	8.1	8.9	8.9	8.9
$3,000 to $3,499	5.7	5.8	6.0	6.3	6.5	6.9	7.0	7.7	8.4	8.8	11.1	9.7	9.3	8.1
$3,500 to $3,999	4.6	4.7	5.1	5.2	5.6	5.9	6.3	6.5	7.2	7.1	7.1	7.4	5.9	4.3
$4,000 to $4,499	4.9	5.1	5.5	5.8	6.2	6.4	6.8	6.5	6.0	6.1	5.5	5.5	4.3	3.1
$4,500 to $,999	4.2	4.3	4.3	4.6	4.8	4.9	4.6	4.2	4.1	3.8	3.2	2.4	2.4	1.5
$5,000 to $5,999	8.9	8.6	8.8	8.7	8.2	8.3	7.8	6.9	6.2	6.4	5.4	4.3	3.1	2.1
$6,000 to $6,999	6.5	5.9	5.8	5.5	5.0	4.5	4.0	3.5	2.9	2.8	2.2	1.9	1.3	2.1
$7,000 to $7,999	4.3	4.2	3.6	3.4	5.1	4.5	4.1	3.3	2.9	2.7	2.1	1.8	1.4	
$8,000 to $9,999	4.1	3.7	3.4	3.0										
$10,000 to $14,999	3.4	3.0	2.5	2.4	1.9	1.6	1.5	1.2	1.2	1.0	.7	.7	1.4	1.2
$15,000 to $24,999	1.1	1.2	.9	.7	.6	.5	.5	.4	.4	.4	.4	.6		
$25,000 and over	.4	.5	.4	.4	.2	.3	.3	.3	.2	.2	.2			
Median income	$2,803	2,699	2,639	2,606	2,474	2,452	2,432	2,323	2,301	2,341	2,315	2,200	1,971	1,787

TABLE 24, Continued

Total money income and sex	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	1947
MALE														
Per cent total persons	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Per cent with income	91.1	91.4	91.4	91.4	91.7	91.8	91.9	91.1	90.2	91.3	90.1	90.1	90.1	88.9
Per cent without income	8.9	8.6	8.6	8.6	8.3	8.2	8.1	7.9	9.8	8.7	8.7	9.9	9.9	11.1
Per cent with income	100	100	100	100	100	100	100	100	100	100	100	100	100	100
$1 to $499 or less	8.4	9.0	8.9	8.7	9.5	9.2	9.1	9.4	9.6	9.8	8.3	9.1	11.3	10.2
$500 to $999	6.3	6.8	7.3	7.5	7.4	8.1	8.1	8.8	8.8	8.3	8.2	8.4	9.4	11.2
$1,000 to $1,499	6.6	6.6	6.5	6.3	6.7	6.5	6.2	7.0	7.3	6.4	7.2	7.0	8.0	10.5
$1,500 to $1,999	5.1	4.7	4.8	5.4	5.6	5.2	5.5	5.8	6.5	6.0	6.7	6.9	8.4	11.3
$2,000 to $2,499	5.3	5.5	5.7	5.6	6.0	6.4	6.4	7.0	6.7	7.6	8.3	9.6	11.4	14.9
$2,500 to $2,999	4.3	4.4	4.6	4.8	5.2	5.2	5.7	6.2	7.4	7.4	8.5	9.8	10.2	11.3
$3,000 to $3,499	5.4	5.6	5.8	6.3	6.5	6.9	7.4	8.2	9.3	10.1	13.2	12.3	12.5	10.9
$3,500 to $3,999	4.5	5.0	5.3	5.5	6.5	6.8	7.4	8.3	9.1	9.2	9.7	10.3	8.4	5.9
$4,000 to $4,499	5.4	5.9	6.5	7.1	7.9	8.4	9.2	8.9	8.4	8.7	7.8	8.0	6.2	4.3
$4,500 to $4,999	5.2	5.3	5.5	6.2	6.6	6.9	6.7	6.9	6.2	6.1	5.7	4.7	3.4	2.1
$5,000 to $5,999	12.3	12.2	12.7	12.7	12.1	12.5	11.9	10.3	9.2	8.0	6.4	6.4	4.6	3.0
$6,000 to $6,999	9.8	8.9	8.9	8.5	7.6	7.0	6.2	5.4	4.4	4.3	3.2	2.8	2.0	3.0
$7,000 to $7,999	6.7	6.7	5.8	5.3	8.1	7.1	6.5	5.1	4.4	4.2	3.2	2.6	2.0	
$8,000 to $9,999	6.5	5.8	5.5	4.7										
$10,000 to $14,999	5.5	4.8	4.1	3.7	3.0	2.6	2.4	1.9	1.8	1.5	1.0	1.0	2.0	1.6
$15,000 to $24,999	1.8	1.9	1.4	1.2	1.0	.7	.8	.6	.6	.5	.6	.9		
$25,000 and over	.6	.8	.6	.5	.4	.4	.4	.4	.3	.3	.3			
Median income	$4,372	4,189	4,081	3,996	3,742	3,608	3,354	3,199	3,223	3,105	2,952	2,570	2,450	2,230

TABLE 24, Continued

Total money income and sex	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	1947
FEMALE														
Per cent total persons	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Per cent with income	57.7	57.3	56.0	53.7	52.9	52.6	51.9	49.3	46.4	46.5	43.7	43.7	43.2	39.2
Per cent without income	42.3	42.7	44.0	46.3	47.1	47.4	48.1	50.7	53.6	53.6	53.5	56.3	56.8	60.8
Per cent with income	100	100	100	100	100	100	100	100	100	100	100	100	100	100
$1 to $499 or less	23.9	25.2	25.4	26.3	27.0	27.0	27.6	28.0	26.5	26.7	28.1	29.4	32.0	30.0
$500 to $999	17.9	18.7	19.0	18.9	18.7	18.7	19.3	19.9	19.5	18.7	19.6	19.6	19.8	19.5
$1,000 to $1,499	12.0	10.9	10.7	10.6	10.8	10.6	11.6	11.2	11.3	10.8	10.9	11.4	11.4	16.0
$1,500 to $1,999	7.8	8.1	7.7	8.1	8.5	9.1	8.7	9.0	10.2	10.1	11.0	12.3	12.2	15.6
$2,000 to $2,499	7.8	7.5	8.0	8.0	8.3	8.8	9.0	9.4	9.8	10.7	10.6	11.0	11.6	10.4
$2,500 to $2,999	5.6	5.7	6.0	6.0	5.9	6.1	6.7	6.4	7.0	7.4	7.4	7.2	6.5	3.8
$3,000 to $3,499	6.1	6.0	6.3	6.3	6.6	6.9	6.5	7.0	6.9	6.5	7.4	4.9	3.3	2.1
$3,500 to $3,999	4.7	4.4	4.8	4.8	4.4	4.4	4.5	3.7	3.8	3.4	2.6	2.2	1.2	.9
$4,000 to $4,499	4.2	3.9	4.1	3.8	3.5	3.2	3.0	2.6	1.8	1.7	1.4	1.0	.8	.6
$4,500 to $4,999	2.6	2.9	2.6	2.1	1.9	1.7	1.3	.8	.8	.6	.5	.5	.4	.3
$5,000 to $5,999	3.9	3.4	3.1	2.6	2.2	1.9	1.5	1.2	1.0	1.0	.7	.5	.3	.3
$6,000 to $6,900	1.6	1.5	1.2	1.1	1.0	.7	.5	.4	.5	.3	.3	.2	.1	
$7,000 to $7,999	.9	.6	.6	.4										
$8,000 to $9,999	.5	.6	.3	.3	.6	.5	.4	.4	.4	.2	.2	.2	.2	.3
$10,000 to $14,999	.3	.3	.2	.3	.2	.2	.2	.1	.1	.2	.1	.1		
$15,000 to $24,999	.1	.1	---	---	.1	.1	---	.1	.1	.1	---		.2	.3
$25,000 and over	.1	.1	---	.1	---	---	---	.1	---	.1	---	.1		
Median income	$1,342	1,279	1,262	1,222	1,176	1,199	1,146	1,116	1,161	1,168	1,147	1,045	953	1,017

Source:U. S. Bureau of the Census. Current Population Reports, Series P-60, No. 41.

TABLE 25

INCOME IN 1959 OF FAMILIES, BY TYPE OF FAMILY, AND PRESENCE OF CHILDREN UNDER 18 YEARS OLD: 1960

Type of family, presence of children under 18, and sex of head	Total	Under $1,000	$1,000 to $1,999	$2,000 to $2,999	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999
UNITED STATES							
Total							
All families	45,128,397	2,512,668	3,373,813	3,763,758	4,282,945	4,957,534	5,563,516
With own children under 18	25,660,794	1,163,252	1,320,447	1,794,586	2,384,164	3,010,031	3,591,233
Husband-wife	39,641,003	1,627,915	2,536,621	3,042,957	3,640,821	4,396,418	5,097,182
With own children under 18	23,470,068	654,711	905,768	1,442,732	2,102,890	2,804,234	3,447,089
Other male head	1,293,634	108,407	132,392	127,541	131,252	140,276	141,846
With own children under 18	299,985	27,332	27,039	30,440	34,031	37,608	38,703
Female head	4,193,760	776,346	704,800	593,260	510,872	420,840	324,488
With own children under 18	1,890,741	481,198	387,640	321,414	247,243	168,189	105,414
With related children under 18	27,054,456	1,330,532	1,487,980	1,941,220	2,519,702	3,138,511	3,710,629
One related child under 18	8,834,619	461,402	530,261	678,583	854,690	1,007,510	1,123,164
Two related children under 18	8,449,812	328,917	363,536	517,396	728,496	973,192	1,114,572
Three related children under 18	5,080,484	217,614	234,972	314,826	450,280	592,317	742,597
Four or more related children under 18	4,689,541	322,599	359,211	430,415	486,236	565,492	630,296

TABLE 25, Continued

Type of family, presence of children under 18, and sex of head	Total	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 and over	Median income (dollars)
UNITED STATES						
Total						
All families	45,128,397	4,826,563	9,053,220	4,728,309	2,066,071	5,660
With own children under 18	25,660,794	3,132,292	5,545,064	2,609,861	1,109,864	5,879
Husband-wife	39,641,003	4,473,976	8,459,314	4,417,120	1,948,679	5,898
With own children under 18	23,470,068	3,039,751	5,421,154	2,560,678	1,091,050	6,124
Other male head	1,293,634	116,950	212,149	127,597	55,224	5,049
With own children under 18	299,985	29,461	43,966	21,363	10,015	4,828
Female head	4,193,760	235,637	381,757	183,592	62,168	3,055
With own children under 18	1,890,741	63,080	79,944	27,820	8,799	2,238
With related children under 18	27,054,456	3,234,145	5,761,458	2,762,556	1,167,723	5,838
One related child under 18	8,834,619	974,989	1,859,170	967,608	377,242	5,788
Two related children under 18	8,449,812	1,082,629	1,935,679	919,738	385,657	6,091
Three related children under 18	5,080,484	656,328	1,127,470	511,112	232,968	5,983
Four or more related children under 18	4,689,541	520,199	839,139	364,098	171,856	5,287

TABLE 25, Continued

Type of family, presence of children under 18, and sex of head	Total	Under $1,000	$1,000 to $1,999	$2,000 to $2,999	$3,000 to $3,999	$4,000 to $4,999	$5,000 to $5,999	$6,000 to $6,999	$7,000 to $9,999	$10,000 to $14,999	$15,000 and over
PER CENT DISTRIBUTION											
All families	100.0	5.6	7.5	7.3	9.5	11.0	12.3	10.7	20.1	10.5	4.6
With own children under 18	100.0	4.5	5.1	7.0	9.3	11.7	14.0	12.2	21.6	10.2	4.3
Husband-wife	100.0	4.1	6.4	7.7	9.2	11.1	12.9	11.3	21.3	11.1	4.9
With own children under 18	100.0	2.8	3.9	6.1	9.0	11.9	14.7	13.0	23.1	10.9	4.6
Other male head	100.0	8.4	10.2	9.9	10.1	10.8	11.0	9.0	16.4	9.9	4.3
With own children under 18	100.0	9.1	9.0	10.1	11.3	12.5	12.9	9.8	14.7	7.1	3.3
Female head	100.0	18.5	16.8	14.1	12.2	10.0	7.7	5.6	9.1	4.4	1.5
With own children under 18	100.0	25.5	20.5	17.0	13.1	8.9	5.6	3.3	4.2	1.5	0.5
With related children under 18	100.0	4.9	5.5	7.2	9.3	11.6	13.7	12.0	21.3	10.2	4.3
One related child under 18	100.0	5.2	6.0	7.7	9.7	11.4	12.7	11.0	21.0	11.0	4.3
Two related children under 18	100.0	3.9	4.3	6.1	8.6	11.5	14.4	12.8	22.9	10.9	4.6
Three related children under 18	100.0	4.3	4.6	6.2	8.9	11.7	14.6	12.9	22.2	10.1	4.6
Four or more related children under 18	100.0	6.9	7.7	9.2	10.4	12.1	13.4	11.1	17.9	7.8	3.7

Source: U. S. Bureau of the Census; U. S. Census of Population: 1960. Detailed Characteristics U. S. Summary. PC(1)-1D.

TABLE 26

MEDIAN INCOME OF U. S. FAMILIES IN 1961, BY COLOR AND EDUCATIONAL ATTAINMENT OF FAMILY HEAD

Years of school completed	Total	White	Nonwhite	Nonwhite as per cent of white
Elementary	$4,074	$4,378	$2,539	58.0
Less than 8 years	3,279	3,656	2,294	62.7
Eight years	4,772	4,911	3,338	68.0
High school	6,032	6,186	3,863	62.4
One to three years	5,644	5,882	3,449	58.6
Four years	6,302	6,390	4,559	71.3
College	8,210	8,288	6,444	77.8
One to three years	7,250	7,344	5,525	75.2
Four years or more	9,264	9,315	7,875	84.5

Source: U. S. Bureau of the Census. Current Population Reports, P-60, No. 39.

TABLE 27

MEDIAN INCOME OF PERSONS 14 YEARS OLD AND OVER, BY COLOR, SEX, AND EDUCATIONAL ATTAINMENT, 1958 AND 1961

Color, sex, and year	Years of school completed				
	Elementary School		High School		College
	Less than 8 years	8 years	1 to 3 years	4 years	1 year or more
MALE					
Total: 1958	$1,905	$3,214	$3,594	$4,548	$5,702
1961	2,090	3,452	3,865	5,052	6,235
Per cent change, 1958-61	9.7	7.4	7.5	11.1	9.3
White: 1958	$2,076	$3,276	$3,774	$4,654	$5,810
1961	2,303	3,617	4,090	5,155	6,379
Per cent change, 1958-61	10.9	10.4	8.4	10.8	9.8
Nonwhite: 1958	$1,447	$2,328	$2,224	$2,994	$3,679
1961	1,554	2,505	2,427	3,381	4,246
Per cent change, 1958-61	7.4	7.6	9.1	12.9	15.4
FEMALE					
Total: 1958	$711	$909	$867	$2,036	$2,429
1961	791	950	994	1,938	2,342
Per cent change, 1958-61	11.3	4.5	14.6	-4.8	-3.6
White, 1958	$765	$924	$927	$2,095	$2,394
1961	817	955	996	1,965	2,395
Per cent change, 1958-61	6.8	3.4	7.4	-6.2	(1)
Nonwhite: 1958	$663	$863	$839	$1,330	$2,365
1961	709	919	968	1,566	2,410
Per cent change, 1958-61	6.9	6.5	17.8	17.7	1.9

[1] Less than 0.05 per cent.

Source: U. S. Bureau of the Census. Current Population Reports, Series P-60, Nos. 33 and 39.

TABLE 28

EMPLOYMENT STATUS OF THE POPULATION AND YEARS OF SCHOOL COMPLETED, MARCH 1962
(Thousands of persons)

Years of school completed	Total, 18 years and over	Labor force				
		Total		Employed		
		Number	Per cent of population	Total	Agriculture	Non-Agriculture
BOTH SEXES						
Total	114,200	67,988	59.5	63,939	4,365	59,573
No. school years completed	2,012	586	29.1	544	126	418
Elementary:						
1 to 4 years	5,727	2,533	44.2	2,272	501	1,771
5 to 7 years	12,082	6,191	51.2	5,678	779	4,899
8 years	16,916	9,015	53.3	8,369	1,045	7,324
High school:						
1 to 3 years	21,349	13,144	61.6	12,057	647	11,410
4 years	34,812	21,810	62.6	20,688	938	19,750
College:						
1 to 3 years	11,779	7,251	61.6	6,981	227	6,754
4 years	6,353	4,730	74.5	4,645	83	4,562
5 years or more	3,171	2,728	86.0	2,705	19	2,686
Median school years completed	11.9	12.1	---	12.1	8.7	12.2

TABLE 28, Continued

Years of school completed	Total, 18 years and over	Labor force				Not in labor force
		Unemployed				
		Total		15 weeks or more		
		Number	Per cent of labor force	Total	Per cent of unemployed	
BOTH SEXES						
Total	114,200	4,049	6.0	1,432	35.4	46,214
No school years completed	2,012	42	7.2	21	(1)	1,426
Elementary:						
1 to 4 years	5,727	261	10.3	124	47.5	3,194
5 to 7 years	12,082	513	8.3	183	35.7	5,891
8 years	16,916	646	7.2	247	38.2	7,900
High school:						
1 to 3 years	21,349	1,087	8.3	378	34.8	8.206
4 years	34,812	1,122	5.1	364	32.4	13,002
College:						
1 to 3 years	11,779	270	3.7	71	26.3	4,529
4 years	6,353	85	1.8	31	(1)	1,623
5 years or more	3,171	23	.8	13	(1)	443
Median school years completed	11.9	10.6	---	10.1	----	10.7

(1) Per cent not shown where base is less than 100,000

Source: U. S. Department of Labor, Bureau of Labor Statistics. Monthly Labor Review, May 1963.
Special Labor Froce Report No. 30.

TABLE 29

SELECTED PERSONAL EXPENDITURES FOR RECREATION, 1940-61 IN UNITED STATES
(In millions of dollars)

Type of product or service	1940	1945	1950	1955	1957	1958	1959	1960	1961
Admissions to specatotor amusements	904	1,714	1,775	1,700	1,662	1,736	1,875	1,945	2,049
Radio and T-V receivers, records and musical instruments	494	344	2,457	2,792	3,000	3,067	3,420	3,616	3,815
Commercial participant amusements	197	284	463	615	725	794	868	959	1,041
Sports equipment, boats, and pleasure aircraft	254	400	878	1,397	1,597	1,760	1,883	2,089	2,169

Source: U. S. Department of Commerce, Office of Business Economics: National Income Supplement (1954), U. S. Income and Output, a Supplement to the Survey of Current Business, July 1962.

TABLE 30

EMPLOYMENT BY MAJOR OCCUPATIONAL GROUP IN UNITED STATES - 1960 TO 1975

Major occupational group	Actual, 1960		Projected, 1970		Projected, 1975		Present change		
	Number (in millions)	Per cent	Number (in millions)	Per cent	Number (in millions)	Per cent	1960-70	1970-75	1960-75
Total	66.7	100.0	80.5	100.0	87.6	100.0	21	9	31
Professional, technical, and kindred workers	7.5	11.2	10.7	13.3	12.4	14.2	43	16	65
Managers, officials, and proprietors, except farm	7.1	10.6	8.6	10.7	9.4	10.7	21	9	32
Clerical and kindred workers	9.8	17.7	12.8	15.9	14.2	16.2	31	11	45
Sales workers	4.4	6.6	5.4	6.7	5.9	6.7	23	9	34
Craftsmen, foremen, and kindred workers	8.6	12.8	10.3	12.8	11.2	12.8	20	9	30
Operatives and kindred workers	12.0	18.0	13.6	16.9	14.2	16.3	13	4	18
Service workers	8.3	12.5	11.1	13.8	12.5	14.3	34	13	51
Laborers, except farm and mine	3.7	5.5	3.7	4.6	3.7	4.3	--	--	--
Farmers, farm managers, laborers, and foremen	5.4	8.1	4.2	5.3	3.9	4.5	-22	-7	-23

Note: Individual items may not add to totals because of rounding.

Source: Manpower Report of the President and Report on Manpower Requirements, Recources, Utilization and Training. U. S. Department of Labor, 1963.

TABLE 31

EMPLOYMENT BY MAJOR OCCUPATIONAL GROUPS IN COLORADO 1965-1966

Occupational Area in Colorado	1965	1966
Agriculture	31,400	34,700
Mining	11,700	12,900
Construction	30,800	32,200
Manufacturing	83,800	91,500
Transportation, Utilities, and Communications	43,700	44,400
Wholesale and Retail Trade	134,700	139,600
Finance, Insurance, and Real Estate	30,600	31,200
Services and Others	187,600	190,100
Government	134,800	147,100
Unemployed	31,800	23,200
TOTAL	721,200	749,600

Source: Colorado Labor Area Highlights, Vol. III, No. 3, March 16, 1966, p. 3.

TABLE 32

MEDIAN YEARS OF SCHOOL COMPLETED BY EMPLOYED PERSONS 18 YEARS OLD AND OVER, BY MAJOR OCCUPATION GROUP AND SEX, MARCH, 1962

Major occupation groups	Both sexes March 1962	Male March 1962	Female March 1962
All occupations groups	12.1	12.1	12.3
Professional and managerial workers	13.9	13.5	14.7
Professional, technical, and kindred workers	16.2	16.4	16.1
Managers, officials, and proprietors, except farm	12.5	12.5	12.4
Farmers and farm managers, laborers, and foremen	8.7	8.7	8.9
Farmers and farm managers	8.8	8.8	(1)
Farm laborers and foremen	8.5	8.3	(1)
Clerical and sales workers	12.5	12.6	12.4
Clerical and kindred workers	12.5	12.5	12.5
Sales workers	12.5	12.7	12.1
Craftsmen, operatives, and laborers, except farm and mine	10.4	10.4	10.0
Craftsmen, foremen, and kindred workers	11.2	11.2	9.2
Operatives and kindred workers	10.1	10.2	9.9
Laborers, except farm and mine	8.9	8.9	10.0
Service workers, including private household	10.2	10.3	10.2
Private household workers	8.7	(1)	8.7
Other service workers	10.8	(1)	11.1

(1) Not available.

Source: U. S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review, May 1963.

TABLE 33

THE GAINFUL EMPLOYMENT PROGRAM OR OCCUPATIONS PROGRAMS

Per cent of requests state employment offices were not able to fill:

	1962	1963	1964
Waitress	12	16	18
Fry Cook	22	22	24
Dinner Cook	56	61	60
Service Workers in Hotels and Motels	4	7	15
Bakers	84	76	83

Projected growth needs for Colorado, Kansas, New Mexico, Utah, and Wyoming are:

	1967	1968	1969
Waitress	4500	5500	7000
Waiters	300	350	450
Fry Cook	600	690	800
Dinner Cook	50	52	55
Service Workers in Hotels and Motels	6000	7500	9000
Bakers	180	200	210

The above table is based on information provided for the Widefield Security School District by employment offices, both state and private, labor unions, plus major employing companies in a five state area; by Chamber of Commerce; and several large banks.

Source: Colorado State Vocational Department Annual Report 1966.

TABLE 34

COMPARISON OF COLORADO AND NATIONAL LABOR FORCE

	Non-worker to worker ratio	Per cent in Labor Force				
		Female			Male	
		14 years old and over	Married husband present	Married with children under 6	18-24 years	65 years old and over
Colorado	1.58	34.5	31.0	19.1	81.1	30.1
National	1.57	34.5	20.7	19.2	80.1	30.5

	Percentages						Median Income in Dollars
	Unemployed civilian labor force	Employed		Worked 50-52 weeks in 1959	Families		
		Manufacturing industry	White collar occupation		Incomes under $3,000	Incomes $10,000 and over	
Colorado	4.0	15.8	46.4	57.8	18.3	14.6	$5,780
National	5.1	27.1	41.1	56.8	21.4	15.1	$5,660

Source: Colorado Department of Labor (1960).

TABLE 35

INTERIM REVISED PROJECTIONS OF POPULATIONS, TOTAL LABOR FORCE, AND LABOR FORCE PARTICIPATION RATES, BY AGE AND SEX, 1960, 1965, 1970, and 1975

Age and sex	Total population, July 1 (thousands)				Total labor force, annual averages (thousands)				Labor force participation rates annual averages (per cent)			
	1960	1965	1970	1975	1960	1965	1970	1975	1960	1965	1970	1975
BOTH SEXES	Interim revised projections[1]											
14 years and over	127,327	138,362	150,450	163,280	73,081	78,936	85,703	93,031	57.4	57.1	57.0	57.0
14 to 24 years	37,283	34,087	39,984	43,604	13,697	16,831	19,861	21,787	50.2	49.4	49.7	50.0
25 to 44 years	47,178	46,853	48,166	53,529	31,878	32,107	33,023	37,023	67.6	68.5	69.0	69.2
45 years and over	52,865	57,421	62,300	66,147	27,506	29,998	32,607	34,221	52.0	52.2	52.3	51.7
MALE												
14 years and over	62,216	67,355	73,061	49,563	52,455	56,295	60,916	69,218	79.7	77.9	77.1	76.9
14 to 24 years	13,747	17,239	20,238	22,073	8,731	10,675	12,594	13,782	63.5	61.9	62.2	62.4
14 to 19 years	8,194	10,429	11,615	12,495	3,792	4,757	5,170	5,574	46.3	45.6	44.5	44.6
14 to 17 years	5,676	7,119	7,946	8,380	1,952	2,384	2,694	2,576	34.4	33.5	32.4	32.1
14 to 15 years	2,796	3,563	4,037	4,207	630	777	856	879	22.5	21.8	21.2	20.9
16 and 17 years	2,880	3,556	3,909	4,173	1,322	1,607	1,720	1,815	45.9	45.2	44.0	43.5
18 and 19 years	2,518	3,310	3,669	4,115	1,840	2,373	2,594	2,880	73.1	71.7	70.7	70.0
20 to 24 years	5,553	6,810	8,623	9,578	4,939	5,918	7,424	8,208	88.9	86.9	86.1	85.7
25 to 34 years	11,347	11,062	12,464	15,505	10,642	11,990	14,916	14,490	96.4	96.2	96.2	96.2
35 to 44 years	11,878	12,031	11,389	11,122	11,454	11,634	11,013	10,755	96.4	96.7	96.7	96.7
45 to 54 years	10,148	10,803	11,419	11,593	9,568	10,241	10,825	10,990	94.3	94.8	94.8	94.8
55 to 64 years	7,564	8,196	8,909	9,541	6,445	6,997	7,589	8,093	85.2	85.4	85.2	84.8
55 to 59 years	4,144	4,461	4,869	5,111	3,727	4,028	4,397	4,615	89.9	90.3	90.3	90.3
60 to 64 years	3,420	3,735	4,040	4,430	2,718	2,969	3,192	3,478	79.5	79.5	79.0	78.5
65 years and over	7,530	8,024	8,643	9,384	2,425	2,266	2,284	2,380	32.2	28.2	26.4	25.4
65 to 69 years	2,941	2,897	3,184	3,471	1,348	1,159	1,197	1,197	45.8	40.0	36.4	34.5
70 years and over	4,590	5,126	5,459	5,913	1,077	1,107	1,125	1,183	23.5	21.6	20.6	20.0

TABLE 35, Continued

Age and sex	Total population, July 1 (thousands) 1960	1965	1970	1975	Total labor force, annual averages (thousands) 1960	1965	1970	1975	Labor force participation rates annual averages (per cent) 1960	1965	1970	1975
FEMALE												
14 years and over	65,111	71,007	77,388	84,062	23,518	26,481	29,408	32,115	36.1	37.3	38.0	38.2
14 to 24 years	13,536	16,848	19,746	21,531	4,966	6,156	7,267	8,005	36.7	36.5	36.8	37.2
14 to 19 years	7,989	10,116	11,275	12,130	2,408	3,026	3,328	3,634	30.1	29.9	29.5	30.0
14 to 17 years	5,517	6,808	7,721	8,130	1,148	1,417	1,558	1,646	20.8	20.5	20.2	20.2
14 and 15 years	2,714	3,448	3,920	4,067	347	434	490	508	12.8	12.6	12.5	12.5
16 and 17 years	2,803	3,450	3,801	4,063	801	983	1,068	1,138	28.6	28.5	28.1	28.0
18 and 19 years	2,472	3,218	3,554	4,000	1,260	1,609	1,770	1,988	51.0	50.0	50.0	49.7
20 to 24 years	5,547	6,732	8,471	9,401	2,558	3,130	3,939	4,371	46.1	46.5	46.5	46.5
25 to 34 years	11,605	11,265	12,584	15,499	4,159	4,146	4,719	5,890	35.8	36.8	37.5	38.0
35 to 44 years	12,348	12,495	11,729	11,403	5,325	5,685	5,513	5,462	43.1	45.5	47.0	47.9
45 to 54 years	10,438	11,321	12,122	12,287	5,150	5,808	6,606	6,881	49.3	52.1	54.5	56.0
55 to 64 years	8,070	8,859	9,815	10,686	2,964	3,526	4,108	4,546	36.7	39.8	41.9	42.5
55 to 59 years	4,321	4,750	5,282	5,631	1,803	2,232	2,667	2,928	41.7	47.0	50.5	52.0
60 to 64 years	3,749	4,109	4,533	5,055	1,161	1,294	1,441	1,618	31.0	31.5	31.8	32.0
65 years and over	9,115	10,218	11,392	12,656	954	1,070	1,195	1,331	10.5	10.5	10.5	10.5
65 to 69 years	3,347	3,436	3,788	4,200	579	622	693	773	17.3	18.1	18.3	18.4
70 years and over	5,768	6,783	7,603	8,456	375	448	502	558	6.5	6.6	6.6	6.6

[1] 1960 data are current estimates. Since the estimates of the 1960 total labor force are based on revised population, they differ from figures published in "Labor Force and Employment in 1960" Monthly Labor Review, April 1961, pp. 344-354, and also published as Special Labor Force Report No. 14.

Note: Because of rounding, sums of individual items may not equal totals.

Source: Population data, except for 1975 revised projections, are from U. S. Bureau of the Census, Current Population Reports, Series P-25, No. 187 and No. 241; all other data are from the U. S. Department of Labor Bureau of Labor Statistics.

TABLE 36

TOTAL UNEMPLOYMENT RATES BY STATES, 1962

Region and State	Per cent unemployed	Rank
New England:		
Maine	5.7	35-36
New Hampshire	3.5	4-5
Vermont	5.8	37-38
Massachusetts	5.5	32-34
Rhode Island	7.0	47
Connecticut	5.0	21
Middle Atlantic:		
New York	5.4	20-31
New Jersey	6.3	44-45
Pennsylvania	7.9	48
East North Central:		
Ohio	5.5	32-34
Indiana	4.9	20
Illinois	4.7	15-17
Michigan	6.7	46
Wisconsin	4.1	8
West North Central		
Minnesota	5.2	25-28
Iowa	3.1	2-3
West North Central:		
Missouri	5.2	25-28
North Dakota	4.8	18-19
South Dakota	2.9	1
Nebraska	3.1	2-3
Kansas	3.7	
South Atlantic:		
Delaware	4.5	12-14
Maryland	5.3	29
District of Columbia(1)		———
Virginia	3.5	4-5
West Virginia	10.8	50
North Carolina	4.3	9-10
South Carolina	4.3	9-10
Georgia	4.7	15-17
Florida	5.7	35-36
East South Central		
Kentucky	6.0	43
Tennessee	5.9	39-42
Alabama	5.8	37-38
Mississippi	5.1	22-24
West South Central:		
Arkansas	5.9	30-42
Louisiana	6.3	44-45
Oklahoma	4.7	15-17
Texas	4.8	18-19
Mountain:		
Montana	5.1	22-24
Idaho	5.5	32-34
Wyoming	5.9	39-42
Colorado	4.0	7
New Mexico	4.4	11
Arizona	5.1	22-24
Utah	4.5	12-14
Nevada	5.2	25-28
Pacific:		
Washington	5.4	30-31
Oregon	5.2	25-28
California	5.9	39-42
Alaska	8.5	49
Hawaii	4.5	12-14

(1) Not available.

Sourve: U. S. Department of Labor, Manpower Administration, Office of Manpower Automation and Training, Manpower Research Bulletin No. 4.

TABLE 37

OLD AGE, SURVIVORS, AND DISABILITY INSURANCE BENEFICIARIES

Period	Per cent of total population aged 65 or over[1]		Number of beneficiaries with benefits in current payment status at end of period (in thousands)						
	Eligible for benefits	Receiving benefits	Total	Aged[2]			Disabled workers	Widowed mothers	Children[3]
				Total	Retired workers	Other			
1940	6.9	0.7	222	147	112	35	------	20	55
1950	26.0	17.0	3,477	2,608	1,771	837	------	169	700
1951	35.1	23.3	4,379	3,329	2,278	1,050	------	204	846
1952	41.6	25.6	5,026	3,858	2,644	1,214	------	229	939
1953	45.1	30.7	5,981	4,674	3,222	1,452	------	254	1,053
1954	47.9	34.8	6,886	5,454	3,775	1,679	------	272	1,161
1955	51.4	40.1	7,961	6,392	4,474	1,918	------	292	1,276
1956	57.0	43.7	9,128	7,486	5,112	2,373	------	301	1,341
1957	63.0	50.2	11,129	9,149	6,198	2,951	150	328	1,502
1958	66.8	55.4	12,430	10,214	6,921	3,294	238	354	1,624
1959	69.1	59.4	13,704	11,162	7,526	3,636	334	376	1,832
1960	70.9	62.3	14,845	11,987	8,061	3,926	455	401	2,000
1961	74.1	65.6	16,495	13,169	8,925	4,244	618	428	2,279
1962	77.8	68.6	18,053	14,313	9,738	4,575	741	452	2,547
1963	80.5	71.9	19,035	15,060	10,263	4,797	827	462	2,687

[1] Yearly figures as of June 30. Figures include Alaska and Hawaii; beginning with 1951, Puerto Rico and the Virgin Islands; and beginning with 1961, American Samoa and Guam. Figures for 1950 and later are based on preliminary estimates which reflect the results of the 1960 census of population.

[2] Persons receiving old-age (retired worker), wife's, husband's, widow's, widower's, and parent's benefits. Beginning with 1950 includes wife beneficiaries under age 65 with child beneficiaries in their care. Beginning November 1956 for women and August 1961 for men, includes persons aged 62-64 entitled to old-age, wife's or husband's, widow's or widower's or parent's benefits. Beginning October 1958 includes wives or husbands of disabled worker beneficiaries receiving benefits.

[3] Beginning with 1957 includes disabled children 18 years of age and over whose disability began before they reached 18. Beginning with 1957 includes disabled children 18 years of age and over whose disability began before they reached 18. Beginning with October 1958 includes children of disabled workers receiving child's benefits.

TABLE 37, Continued

Period	Per cent of total population aged 65 or over		Number of beneficiaries with benefits in current payment status at end of period (in thousands)						
	Eligible for benefits	Receiving benefits	Total	Aged			Disabled workers	Widowed mothers	Children
				Total	Retired workers	Other			
1963:									
January	----	----	18,171	14,398	9,797	4,601	750	454	2,569
February	----	----	18,242	14,465	9,847	4,619	755	452	2,569
March	----	----	18,374	14,557	9,912	4,646	768	454	2,595
April	----	----	18,452	14,615	9,952	4,664	774	455	2,608
May	----	----	18,531	14,671	9,990	4,681	781	457	2,622
June	80.5	71.9	18,608	14,738	10,037	4,700	790	457	2,624
July	----	----	18,707	14,815	10,094	4,721	795	459	2,638
August	----	----	18,790	14,883	10,144	4,739	800	462	2,646
September	----	----	18,873	14,942	10,186	4,756	807	463	2,661
October	----	----	18,957	14,996	10,222	4,774	815	463	2,683
November	----	----	18,998	15,034	10,248	4,786	819	461	2,683
December	81.7	73.1	19,035	15,060	10,263	4,797	827	462	2,687

Source: U. S. Department of Health, Education, and Welfare; Social Security Administration; monthly Social Security Bulletin, its Annual Statistical Supplement, and unpublished reports.

TABLE 38

PUBLIC ASSISTANCE RECIPIENTS
(Number of persons are in thousands)

Period[1]	Federal-State public assistance program[2] recipients									General assistance[3]	
	Old-age assistance		Medical assistance for the aged[8]	AFDC[4]			APTD[5]		Aid to the blind	Recipients	Cases
	Total[6]	Rate		Total[9]	Children		Total	Rate[11]			
					Total	Rate[10]					
1940	2,066	228	----	-----	891	22	----	----	73	3,618	1,239
1950	2,789	225	----	2,234	1,662	34	69	----	98	866	413
1952	2,646	---	----	1,992	1,495	----	164	----	99	587	280
1953	2,591	---	----	1,942	1,464	----	195	----	100	618	270
1954	2,565	---	----	2,174	1,640	----	224	----	102	880	351
1955	2,553	---	----	2,193	1,661	----	244	----	105	743	314
1956	2,514	---	----	2,271	1,732	----	269	----	107	731	305
1957	2,487	---	----	2,498	1,913	----	291	----	108	907	344
1958	2,455	---	----	2,851	2,185	----	328	----	110	1,246	434
1959	2,394	---	----	2,953	2,273	----	350	----	109	1,107	399
1960	2,332	---	15	3,080	2,377	----	374	----	108	1,244	431
1961	2,269	131	72	3,582	2,770	41	396	4	103	1,070	411
1962	2,226	126	110	3,828	2,873	41	437	4	100	900	354

[1] Yearly data are as of December. Aslaska and Hawaii are included throughout the period.

[2] Programs administered by the States with participation by the Federal Government under the Social Security Act of 1935 as amended. Beginning with December 1950, data include cases having payments made directly to the suppliers of medical or remedial care in behalf of recipients.

[3] Supported entirely by State and local funds; excludes recipients of only those services for which payments were made directly to the suppliers of medical and remidial care. Data partly estimated.

[4] Aid to families with dependent children.

[5] The program of aid to the permanently and totally disabled (APTD) was initiated in October 1950.

[6] Includes a small number of recipients aged 60-64 to whom or in whose behalf payments are made without Federal participation.

TABLE 38, Continued

Period	Federal-State public assistance program recipients									General assistance	
	Old-age assistance		Medical assistance for the aged[8]	AFDC			APTD		Aid to the blind		
					Children						
	Total	Rate[7]		Total[9]	Total	Rate[10]	Total	Rate[11]		Recipients	Cases
1963:											
January	2,221	----	117	3,911	2,927	----	439	----	100	1,006	385
February	2,217	----	117	3,960	2,963	----	442	----	99	1,038	390
March	2,214	----	118	3,993	2,986	----	446	----	99	1,020	388
April	2,211	----	127	4,004	2,996	----	448	----	99	940	370
May	2,203	----	129	3,976	2,979	----	459	----	98	856	350
June	2,199	124	136	3,934	2,952	42	462	5	98	778	330
July	2,191	----	140	3,911	2,932	----	467	----	98	769	325
August	2,194	----	148	3,912	2,933	----	470	----	98	767	326
September	2,192	----	144	3,903	2,931	----	472	----	98	754	322
October	2,196	----	158	3,921	2,945	----	475	----	98	766	326
November	2,194	----	153	3,933	2,955	----	477	----	98	765	322
December	2,194	----	150	3,989	2,993	----	479	----	98	870	353

[7] Per 1,000 population aged 65 or over, based on data excluding recipients aged 60-64.

[8] Program initiated in October 1960 under Public Law 778.

[9] Includes children and one or both parents or one caretaker relative other than parent in families in which the requirements of such adults are considered in determining the amount of assistance; from October 1950 through September 1962 included only one parent or other adult relative.

[10] Per 1,000 population under 18 years of age.

[11] Per 1,000 population aged 18-64.

Source: U. S. Department of Health, Education, and Welfare; Welfare Administration; the Social Security Bulletin and its Annual Statistical Supplement.

TABLE 39

NUMBER OF WOMEN WORKERS, BY REGION AND STATE, 1960
(14 years of age and over)

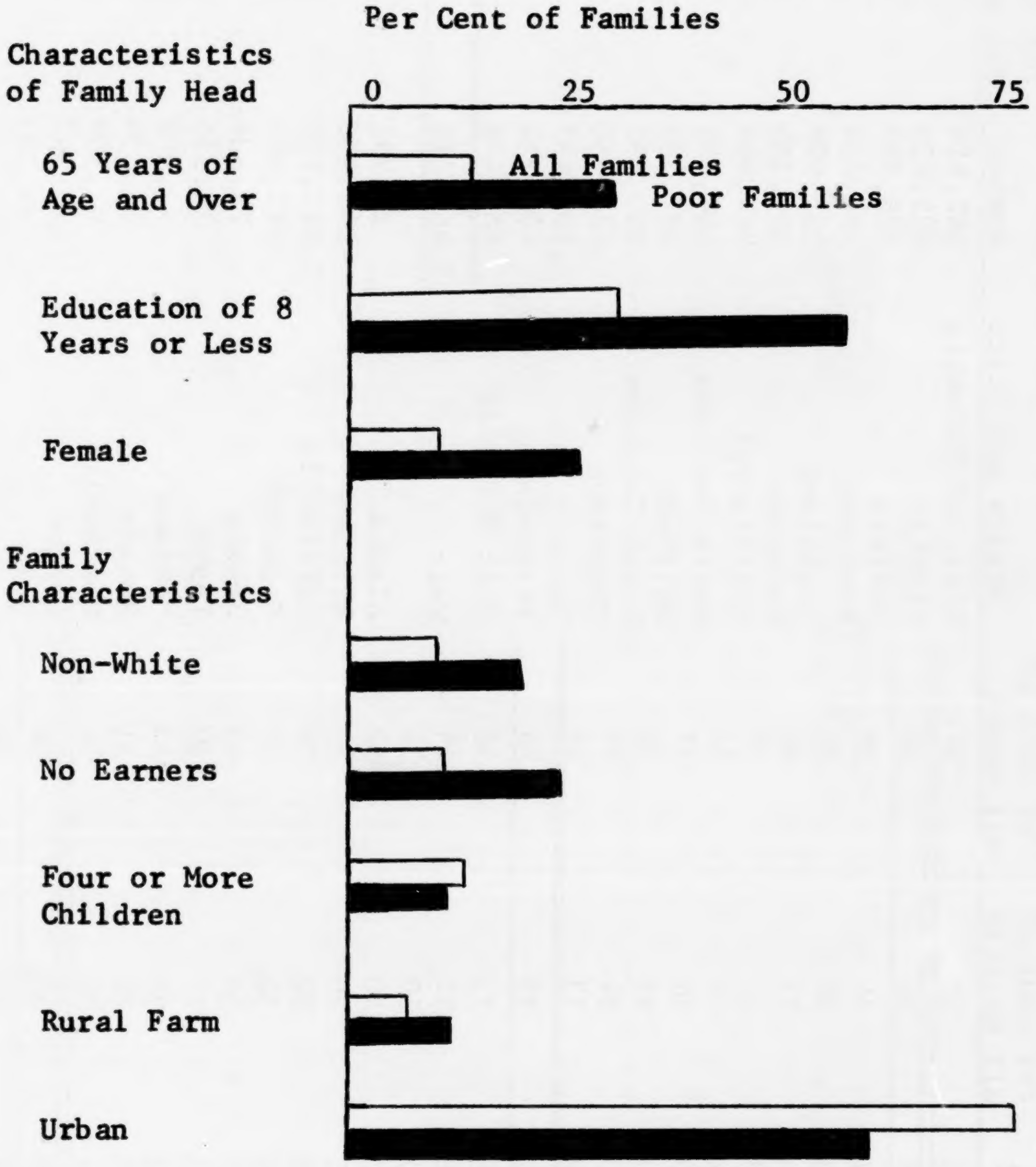
Region and State	Number [1]	Per cent of all workers	Per cent of all women
United States, total	22,409,760	32	34
Northeast	6,137,979	34	36
Connecticut	366,669	34	39
Maine	118,596	32	34
Massachusetts	753,506	35	38
New Hampshire	89,318	36	40
New Jersey	812,222	32	36
New York	2,404,340	34	37
Pennsylvania	1,422,749	32	38
Rhode Island	121,980	34	38
Vermont	48,599	33	34
North Central	6,261,147	33	36
Illinois	1,348,328	33	36
Indiana	563,026	31	34
Iowa	318,117	30	32
Kansas	254,140	30	32
Michigan	893,091	30	33
Minnesota	411,258	32	34
Missouri	540,329	32	33
Nebraska	168,472	30	33
North Dakota	63,163	27	30
Ohio	1,152,741	31	33
South Dakota	72,268	29	31
Wisconsin	476,214	31	34
South	6,546,420	32	34
Alabama	373,381	32	32
Arkansas	183,398	30	29
Delaware	56,571	32	36
Dist. of Columbia	162,616	44	52
Florida	635,639	34	35
Georgia	525,397	35	38
Kentucky	291,234	28	27
Louisiana	335,975	31	30
Maryland	399,330	32	36
Mississippi	244,969	33	33
North Carolina	600,051	34	37
Oklahoma	257,587	30	30
South Carolina	310,895	35	38
Tennessee	426,550	32	33
Texas	1,106,657	30	33
Virginia	473,734	31	34
West Virginia	162,446	28	24
West	3,464,214	31	35
Alaska	23,791	24	40
Arizona	140,336	30	32
California	2,041,120	32	36
Colorado	212,997	31	35
Hawaii	77,636	29	40
Idaho	71,355	28	32
Montana	73,380	29	33
Nevada	40,039	31	41
New Mexico	91,509	28	30
Oregon	216,367	32	34
Utah	94,103	30	32
Washington	344,478	31	34
Wyoming	37,103	29	34

[1] Includes members of the Armed Forces.

Source: U. S. Department of Labor, "Women Workers in 1960: Geographical Differences," Women's Bureau Bulletin, No. 284.

CHART 1

CHARACTERISTICS OF POOR FAMILIES COMPARED WITH ALL FAMILIES

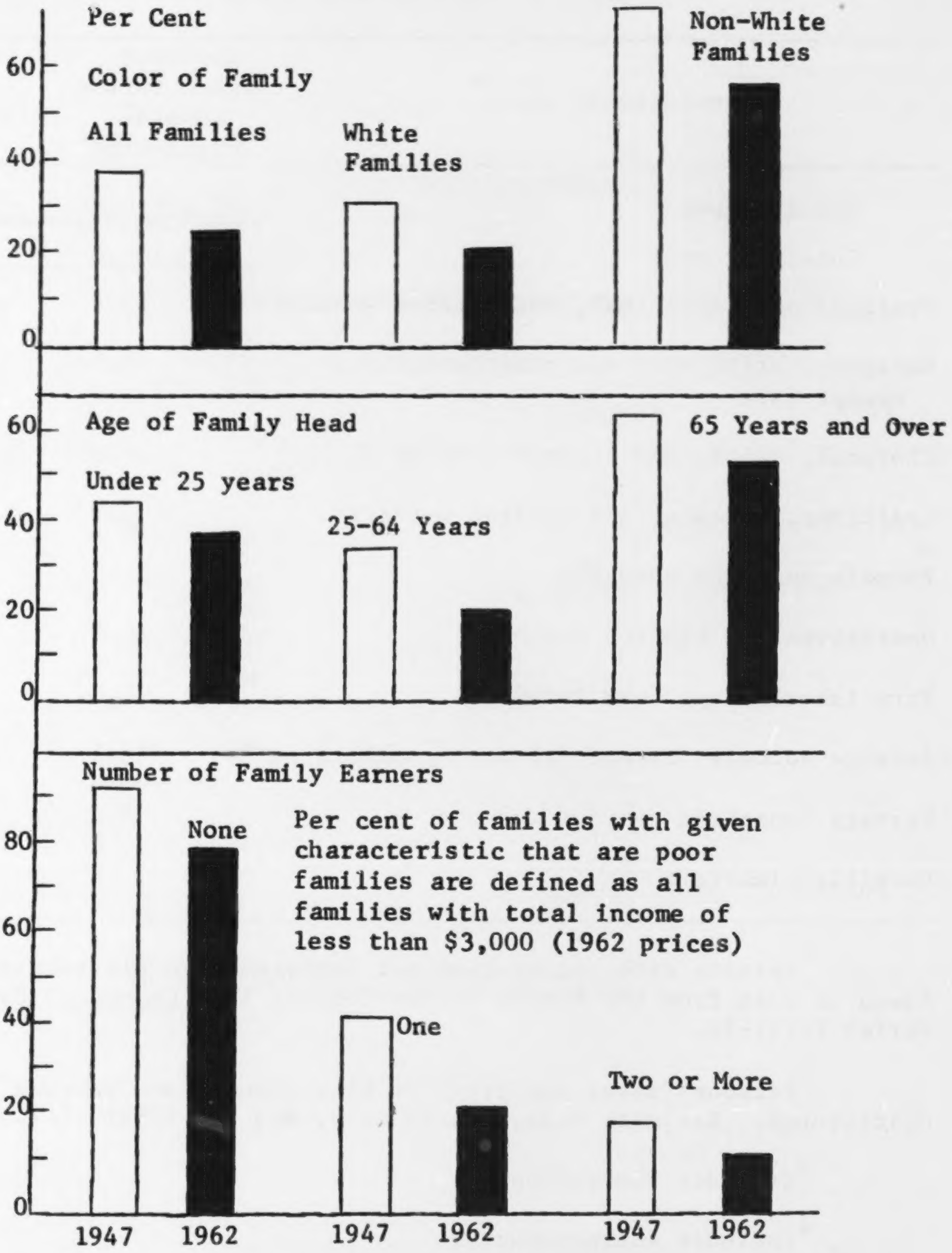


Based on 1962 Data (Except as Noted) Families with Income of $3,000 or Less Based on 1959 Data

Source: U. S. Department of Health, Education and Welfare: Converging Social Trends, Emerging Social Problems. Washington D.C. 1964.

CHART 2

INCIDENCE OF POVERTY



Per cent of families with given characteristic that are poor families are defined as all families with total income of less than $3,000 (1962 prices)

Source: U. S. Department of Health, Education and Welfare: Converging Social Trends, Emerging Social Problems. Washington D.C. 1964.

☐ All Families ■ Poor Families

TABLE 40

PERCENTAGE DISTRIBUTION OF ALL EMPLOYED WOMEN IN THE UNITED STATES, APRIL 1960, AND OF MOTHERS IN THE HOME IN AFDC FAMILIES, LATE 1961, BY OCCUPATIONAL CLASS

Occupational class	Employed women in the general population[1]	AFDC mothers in the home[2]
Total number	21,172,000	773,000
Total per cent	100.0	100.0
Professional, technical, and kindred workers	13.8	.8
Managers, officials, and proprietors, except farm	3.9	.2
Clerical, sales, and kindred workers	39.8	9.4
Craftsmen, foremen, and kindred workers	1.3	.8
Farmers and farm managers	.6	.3[3]
Operatives and kindred workers	16.3	10.0
Farm laborers and farm foremen	1.2	7.7[4]
Service workers, except private household	14.2	26.4
Private household service workers	8.3	27.5
Unskilled laborers	.6	16.9

[1] Persons with "occupation not reported" are distributed. Based on data from the Bureau of the Census, 1960 Census of Population, Series PC(1)-1C.

[2] Persons "never employed" or with occupation "unknown" are distributed. Excludes Guam, Puerto-Rico, and the Virgin Islands.

[3] Excludes sharecroppers.

[4] Includes sharecroppers.

Source: U. S. Department of Health, Education, and Welfare. Social Security Bulletin, March 1963.

TABLE 41

YEARS OF SCHOOL COMPLETED IN UNITED STATES AND COLORADO
(By persons 25 years old and older)

United States	Total 25 years old and over	Elementary School				
		None	1 - 4	5 and 6	7	8
Total (1960)	99,438,804	2,274,813	6,027,769	7,422,630	6,331,197	17,442,933
White	89,581,174	1,720,154	4,268,575	5,987,285	5,463,621	16,179,146
Non-White	9,856,910	554,659	1,759,194	1,435,345	867,576	1,263,787
Male (Total)	47,930,513	1,165,079	3,341,100	3,759,521	3,259,486	8,516,320
White	43,258,756	849,081	2,363,380	3,076,490	2,869,054	7,941,872
Non-White	4,671,757	315,998	977,720	683,031	390,432	574,448
Female (Total)	51,507,571	1,109,734	2,686,669	3,663,109	3,071,711	8,926,613
White	46,322,418	871,073	1,905,195	2,910,795	2,594,567	8,237,274
Non-White	5,185,153	238,661	781,474	752,314	477,144	689,339
Total (1950)	87,884,631	2,214,822	7,307,663	8,006,409	6,001,072	17,783,394
Male	42,866,595	1,129,123	3,971,706	4,046,497	3,001,072	8,859,554
Female	45,018,036	1,085,699	3,335,957	3,959,912	3,000,000	8,923,940
Colorado						
Total (1960)	940,803	11,046	33,056	42,200	39,674	157,634
White	913,967	10,393	31,464	40,222	38,287	154,046
Non-White	26,836	653	1,592	1,978	1,387	3,588
Male	457,777	5,844	18,742	22,636	21,889	83,036
White	444,457	5,505	17,869	21,641	21,099	81,298
Non-White	13,320	339	873	995	790	1,738
Female	483,026	5,202	14,314	19,564	17,785	74,598
White	469,510	4,888	13,595	18,581	17,188	72,748
Non-White	13,516	314	719	983	597	1,850
Total (1950)	757,395	12,100	41,340	45,870	37,770	154,940
Male	373,955	6,175	23,320	25,095	20,515	83,135
Female	383,440	5,925	18,020	20,775	17,255	71,805

Source: U. S. Bureau of the Census, Census of Population 1960, General Social and Economic Characteristics.

TABLE 41, Continued

United States	Total 25 years old and over	High School 1 - 3	High School 4 years	College 1 - 3	College 4 or more	Median school years completed
Total (1960)	99,438,084	19,115,915	24,455,484	8,742,070	7,625,273	10.6
White	89,581,174	17,273,976	23,099,636	8,310,937	7,277,844	10.9
Non-White	9,856,910	1,841,939	1,355,848	431,133	347,429	8.2
Male (Total)	47,930,513	8,973,036	10,154,325	4,122,689	4,638,957	10.3
White	43,258,756	8,177.224	9,587,939	3,918,069	4,475,647	10.7
Non-White	4,671,757	795,812	566,386	204,620	163,310	7.9
Female (Total)	51,507,571	10,142,879	14,301,159	4,619,381	2,986,316	10.9
White	46,322,418	9,096,752	13,511,697	4,392,868	2,802,197	11.2
Non-White	5,185,153	1,046,127	789,462	226,513	184,119	8.5
Total (1950)	87,884,631	14,904,478	17,745,308	6,282,595	5,304,337	9.3
Male	42,866,595	7,033,540	7,558,264	2,913,800	3,038,251	9.0
Female	35,018,036	7,870,938	10,187,044	3,368,795	2,266,086	9.6
Colorado						
Total (1960)	940,803	167,950	272,027	116,499	100,717	12.1
White	913,967	162,277	264,891	113,649	98,738	12.1
Non-White	26,836	5,673	7,136	2,850	1,979	11.2
Male	457,777	79,695	113,981	52,483	59,471	11.9
White	444,457	76,906	110,720	51,065	58,354	11.9
Non-white	13,320	2,789	3,261	1,418	1,117	11.1
Female	483,026	88,255	158,046	64,016	41,246	12.1
White	469,510	85,371	154,171	62,584	40,384	12.1
Non-White	13,516	2,884	3,875	1,432	862	11.4
Total (1950)	757,395	123,140	179,215	81,185	61,645	10.9
Male	373,955	58,690	75,040	36,450	34,000	10.2
Female	383,440	64,450	104,175	44,735	27,735	11.5

Source: U. S. Bureau of the Census, Census of Population 1960, General Social and Economic Characteristics.

TABLE 42

EDUCATIONAL ATTAINMENT OF POPULATION 25 YEARS OF AGE AND OVER, BY RACE AND SEX IN UNITED STATES

(Per cent distribution, 1962)

Years of school completed	Males		Females	
	White	Nonwhite	White	Nonwhite
None	1.7	7.4	1.7	4.4
1 to 4	5.2	18.7	3.9	14.1
5 to 7	11.4	19.3	10.3	19.3
8	17.0	13.2	16.8	13.9
9-11	17.3	18.2	17.4	22.1
12 (high school graduate)	25.8	14.5	33.1	18.2
13-15	9.4	4.8	9.9	4.0
16 (college graduate)	7.1	2.7	5.3	3.2
17 or more	5.1	1.3	1.7	.8
Total	100.0	100.0	100.0	100.0

Source: U. S. Department of Commerce, Bureau of the Census; Current Population Reports, Series P-20, No. 121.

TABLE 43

TOTAL PUPIL MEMBERSHIP IN COLORADO ELEMENTARY AND SECONDARY SCHOOLS - 1958-1965

Fall of year	Elementary	Secondary	Total	Annual Increase Number	Annual Increase Per cent
1958	229,464	131,508	360,972		
1959	234,755	136,853	371,608	10,636	2.9
1960	243,371	148,972	392,343	20,735	5.6
1961	251,496	163,786	415,282	22,939	5.8
1962	269,350	168,962	438,312	23,030	5.5
1963	276,248	183,572	459,820	21,508	4.9
1964	282,755	193,173	475,928	16,108	3.5
1965	286,946	202,659	489,605	13,677	2.8

Source: Pupil Attendance and Related Data. Colorado Public School 1963-64; 64-65, Colorado Department of Education, Denver, 1965.

TABLE 44

ENROLLMENT IN COLORADO PUBLIC SCHOOLS - 1965-66
(184 School districts)

School level	Number	Estimated Enrollment
Elementary	822	286,946
Junior High	156	90,100
High School	237	112,559
Unclassified	9	1,253
Total	1,224	490,858
Elementary Special Education	3,082	
Secondary Special Education	1,749	

Source: U. S. Office of Education Form OE 2227 (Rev. 8-65), entitled "Survey of Nonpublic Elementary and Secondary Schools, October 1965. Survey sent out by Colorado State Department of Education March 1965. pg. 1.

TABLE 45

ENROLLMENT IN COLORADO SECONDARY PUBLIC SCHOOLS - 1965-66
(By grade structure)

Grade Structure	Number of Schools	Students Enrolled
6 - 8	7	1,330
7 - 8	40	8,039
7 - 9	101	76,186
9 - 10	1	520
9 - 12	99	23,715
10 - 12	53	63,782
10 only	1	600
7 - 12	79	18,495
10 - 11	1	1,250
7 - 10	1	1,245
8 - 12	3	1,306
7 only	1	200
6 - 12	1	147
8 only	1	110

Source: Colorado Education Directory, 1965-66.

TABLE 46

TOTAL ENROLLMENT IN PAROCHIAL SCHOOLS IN COLORADO - 1965-66

Enrollment in	Catholic	Lutheran	Seventh Day Advent	Other Affiliation	Not Affilated	Total
Elementary students	29,380	1,917	1,060	1,357	1,715	35,429
Secondary	7,676	520	539	435	1,391	10,561
Total	37,056	2,437	1,599	1,792	3,106	45,990
Number of Schools						
Elementary	94	15	21	16	28	174
Secondary	26	3	6	8	13	56
Total	120	18	27	24	41	230

Nine schools did not respond to the survey.

Source: Pupil Attendance and Related Data - Colorado Department of Education

TABLE 47

NUMBER AND PER CENT OF DROPOUTS BY GRADE AND SEX IN COLORADO - 1965

Grade	Male		Female		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
7	101	1.3	73	.9	174	2.2
8	201	2.6	150	1.9	360	4.5
9	559	6.9	314	3.9	873	10.8
10	1,364	16.9	860	10.7	2,224	27.6
11	1,414	17.6	989	12.3	2,403	29.8
12	1,035	12.9	847	10.5	1,882	23.4
Special Education	93	1.2	40	.5	133	1.7
Ungraded	2	.02	2	.02	4	.05
Total	4,778	59.3	3,275	40.7	8,053	100.0

Source: Analysis of Dropout Statistics of the Colorado Dropout Research and Action Project, Colorado State Department of Education, 1965.

TABLE 48

IMPORTANT FACTORS RELATED TO COLORADO SCHOOL DROPOUTS

Factors	1963-64	1964-65	1963-64	1964-65	1963-64	1964-65
Low academic ability	35.7	31.4	26.0	27.9	31.7	30.0
Poor achievement	74.2	63.6	53.1	49.0	65.5	57.6
Retarded emotional maturity	24.9	22.4	17.1	17.6	21.7	20.4
Poor social adjustment	38.1	38.2	32.6	33.7	35.8	36.3
Low socio-economic level	26.6	23.7	26.7	24.6	26.7	24.0
Parental disinterest in education	22.7	24.5	25.5	24.1	23.8	24.4
Physical disability	5.4	4.3	5.6	6.9	5.5	5.4
Other	33.7	26.2	44.7	36.3	38.3	30.4

Percentages listed are for 2,407 dropouts reported by one hundred sixteen schools during 1963-64, and for 2,554 dropouts reported by 104 schools submitting data in 1964-65.

Source: Colorado Dropout Project, 1965, Colorado State Department of Education.

TABLE 49

COLORADO GIRLS ENROLLED IN VOCATIONAL HOME ECONOMICS CLASSES IN PUBLIC SECONDARY SCHOOLS - 1963-1966

Total Girls Enrolled		Number Girls in Vocational Home Economics*	Wage Earning	Per Cent in Home Economics
1963-1964 -	56,289	8,581	20	16
1964-1965 -	58,796	8,940	77	16
1965-1966		10,577	116	16
TOTALS	115,085	28,098	213	

* These figures do not show enrollment in non-reimbursed Home Economics programs.

Source: Mrs. Lucile Fee, Home Economics State Supervisor, Colorado State Board for Vocational Education and State Department of Education, Division of Finance and Statistics.

TABLE 50

COLORADO COMMUNITY JUNIOR COLLEGES ENROLLMENT - 1963-66

Fall student enrollments in the 6 Colorado Junior Colleges

Year	Day Program	Adult
1963	3,485	1,647
1964	4,369	1,815
1965	5,918	1,865

Source: Colorado State Department of Education: 1966.

TABLE 51

SOURCES OF SUPPORT FOR COLORADO SCHOOLS

Year	Total State Government Support	Federal Government Support
1960-61	$39,325,833	$5,517,529
1961-62	42,999,719	11,009,777
1962-63	48,485,609	9,187,547
1963-64	53,895,937	9,469,574
1964-65	56,041,589	11,704,137
1965-66	66,041,589	25,000,000
1966-67	79,694,000	29,300,000

Source: Special Report No. 5, "Financing Colorados' Public Schools," December 1965. Prepared by: Colorado State Department of Education in cooperation with, Colorado Congress of Parents and Teachers; Colorado Education Association; Colorado Association of School Boards.